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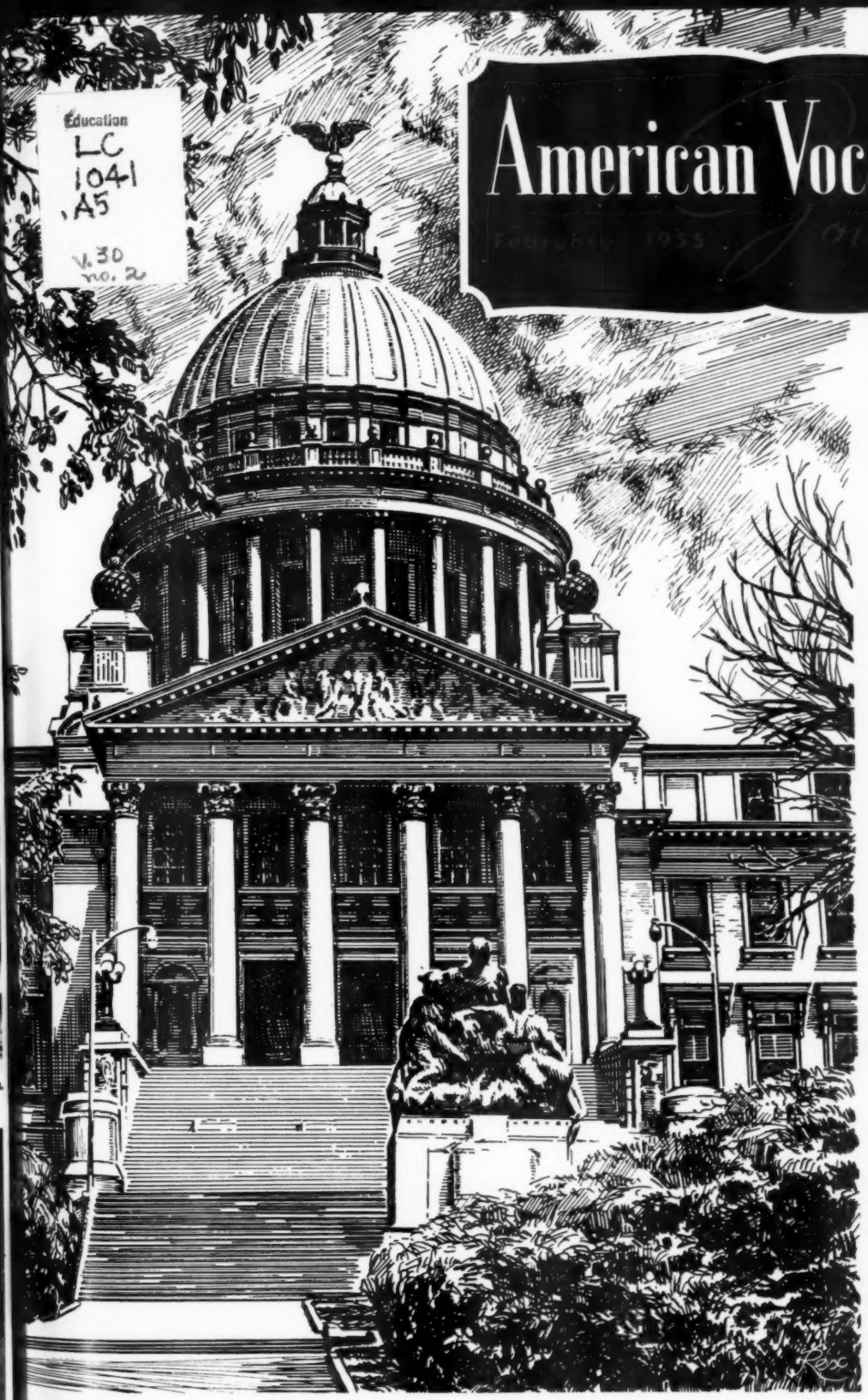
American Vocational Journal

FEBRUARY 1955



the Journal Salutes

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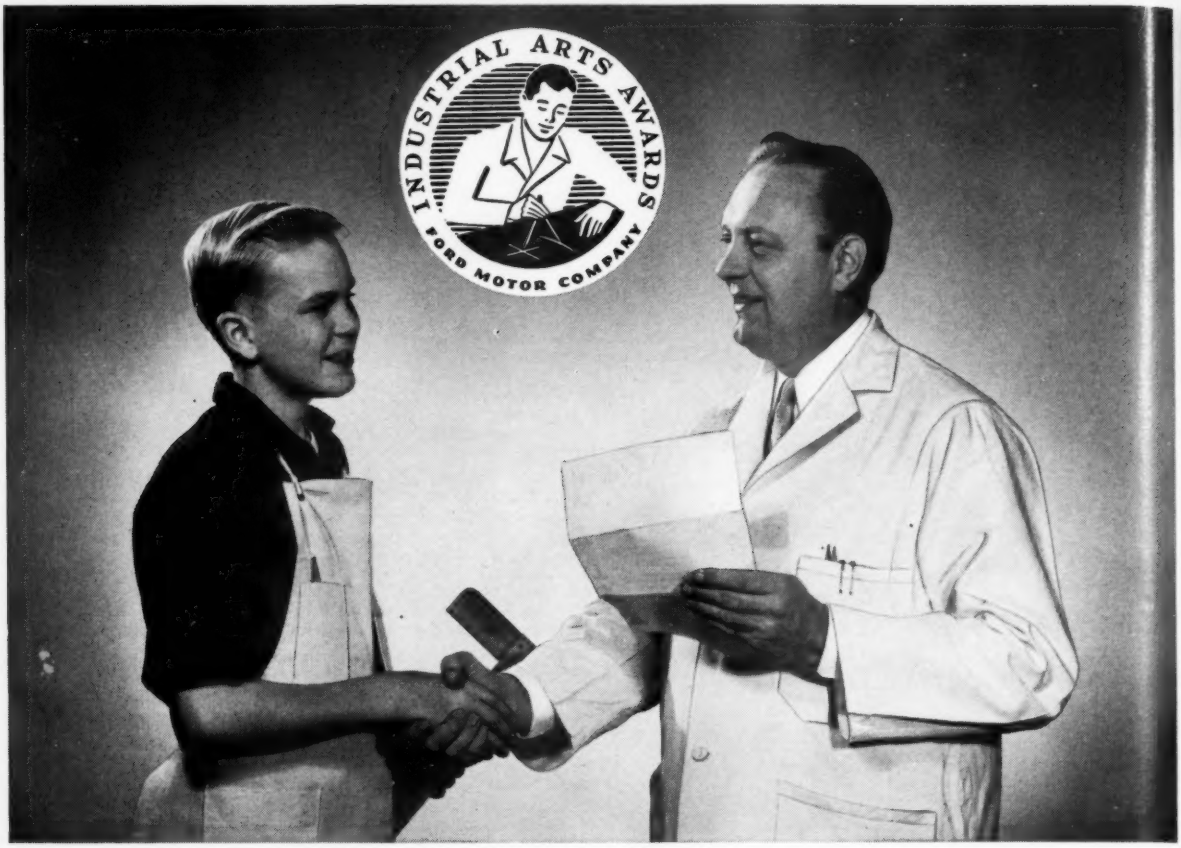

FORD I.A.A. PROGRAM promotes teacher-student teamwork

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Although all of the IAA projects are the work of students in grades 7 through 12, it is the Industrial Arts teacher who guides and advises.

There will be professional recognition of your work with these young people. Ford engineers plan to test exceptional projects such as radio-controlled planes, cars, boats, etc.

$50,000 in cash prizes

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Send this coupon for free IAA rules booklet and free entry blanks.

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American Vocational Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.
Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

VOLUME 30 NUMBER 2

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Special Features

GUEST EDITORIALS 2
THE JOURNAL SALUTES MISSISSIPPI 4
"WE CANNOT BUY THE MINDS OF MEN" ..... *Dr. Kenneth C. Ray* 23
". . . HE WHO WORKS WITH HIS HANDS, HIS BRAIN AND HIS HEART, HE IS AN ARTIST." ..... *Dr. Arthur K. Getman* 29

From the Field

AGRICULTURAL EDUCATION
CHANGES MUST BE MADE ..... *C. C. Scarborough* 12

BUSINESS EDUCATION
PUBLIC RELATIONS FOR BUSINESS EDUCATORS ..... *Enos Perry* 9

DISTRIBUTIVE EDUCATION
SELLING IS THE ANSWER ..... *Joseph B. Hall* 25

HOME ECONOMICS EDUCATION
NATURALLY, HOMEMAKING IS FOR TV ! ! ..... *Marian Harst* 27

INDUSTRIAL ARTS
WHAT TO DO IN DESIGNING A PROJECT ..... *Dr. Paul Scherer and Wm. R. Mason* 14

TRADE AND INDUSTRIAL EDUCATION
GOOD COMMUNICATIONS ..... *Elmer F. Sproule* 18

VOCATIONAL GUIDANCE
IS IT THE JOB OR THE MAN? ..... *Thomas A. Routh* 22

From Your Association

THE ILLINOIS "PACKAGE DEAL" ..... *Homer F. Ely* 11
MORE ABOUT THE '54 AVA CONVENTION 20
WHAT DO YOU WANT, AVA? ..... *James R. D. Eddy* 30
OFFICIAL LIST OF AVA COMMITTEES 38

Regular Features

FROM AVA HEADQUARTERS ..... *Dr. M. D. Mobley* 3
AROUND THE NATION 32
ASSOCIATION NEWS AND PERSONALS 35
FROM THE OFFICE OF EDUCATION 37
BOOKS AND BULLETINS 39

This month's cover: Mississippi's million dollar state capitol building, Jackson, Mississippi, houses states executives and legislative quarters. Its architecture, design, and appointments have been admired by visitors from every state as well as many nations. See page 4 for the story of vocational and practical arts education in Mississippi—this month's featured "salute!"

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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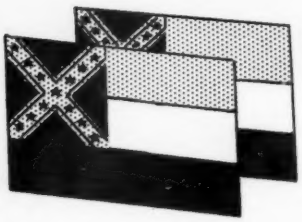


Guest Editorials

IT HAS ALWAYS BEEN a matter of concern to me that the south has been forced to export not only its raw materials to the north and east for processing, but also has given up the best of its talented young people.

Today, however, I like to think of the south as a newly awakened area, a land with a promise that is rapidly being realized.

Mississippi, for instance was almost exclusively agricultural until the mid thirties. But now, thanks to an energetic people and good government, the state has come a long way in its efforts to provide processing plants for its raw materials and jobs for its large surplus labor reserves.

Industry is finding Mississippi labor not only cooperative but adaptable and productive. They are willing and they learn readily, manufacturers tell us.

We have made an excellent start in providing our young people with vocational training which will help fit them for the new responsibilities that go with industrialization. As a result, many of our young men and women today are finding employment at home, both in the factories and in the executive role.

If we are to keep pace with the rest of the south in the matter of balancing our agrarian economy with industry we must continue to offer the vocational education training which will help to make them self-sufficient citizens who are contributing to their state's welfare.—

—HUGH L. WHITE, *GOVERNOR, STATE OF MISSISSIPPI.*

EVERY BOY AND GIRL of educable age in the State of Mississippi is entitled to the kind of education that will make him a good citizen. Education is not merely the process of gaining from the books, or the printed page, lessons of importance. Education goes further than this and implies the utilization of all facilities in developing the human faculties to the maximum and in the areas to which the person is led by natural inclinations. There has never been a time in the history of the human race when it was more necessary for our schools to provide the very best educational opportunties for all of our people. This is essential in the preservation and perpetuation of our American way of life. And we know that our wonderful system of democratic government depends upon a competent and educated citizenry. The people of Mississippi love and appreciate their public schools. They have sacrificed in order that (continued on page 31)

—J. M. TUBB, *MISSISSIPPI STATE SUPERINTENDENT OF EDUCATION.*

THE VOCATIONAL EDUCATION type of teaching and training has made a great contribution to the growth and prosperity of our nation. I am particularly proud of the constructive program steadily developed in Mississippi for over a quarter century. Commendations are certainly in order for those faithful workers who have devoted their energies to an educational program designed to give both our youths and adults the opportunity for training with which to attain a richer and fuller life.

The program offered by vocational education in agriculture, distribution, home economics, and trades and industries has been a symbol of real progress in converting scientific and technological advances into practical and appropriate know-how. The motivating force of this program has been directed toward developing better and more capable citizens and a wise use of resources. Thus we have a striking example (continued on page 31)

—JOHN STENNIS, *U. S. SENATOR FROM MISSISSIPPI*

FROM AVA HEADQUARTERS

THE JOURNAL PROUDLY salutes the State of Mississippi. Vocational education has made a great contribution to individuals and to the economic development of this state. Her able educational and Congressional leaders have contributed much to the development of vocational education not only in Mississippi but in the nation as a whole. Through the years Mississippi's delegation in National Congress has given vigorous support to vocational education. Senator John C. Stennis, whose editorial appears on page 2 of this JOURNAL, has for years given devoted service to vocational education at the state and national levels.

Appropriations—1956. For the first time in several years, the President's budget recommends no cut in federal funds for vocational education. For fiscal 1956, the budget recommendation is $23,673,261—the same amount appropriated for fiscal 1955.

We regret to report that the recommendation contains the following restrictive language, "Provided further that not more than $900,000 of this appropriation shall be made available for vocational education in distributive occupations." This is the same amount appropriated for distributive education for fiscal 1955. The budget recommends, on an ear-marked basis, $480,000 for the Vocational Division of the U. S. Office of Education. This is the amount made available for '55.

Page 32 of this issue of the JOURNAL carries a comparison of 1955 appropriations and 1956 budget recommendations, for several federal agencies.

Though it is encouraging that the recommendation proposes no reduction in vocational funds as was the case last year and the year before, there are many,—thoroughly familiar with the vocational needs of the country—who are strong in their belief that the full $29,300,000, as authorized by the George-Barden Act should be made available at the earliest possible date.

It is a well known fact that vocational education in this country is only partially developed. From the best information we can obtain, only about 50 per cent of those who need and can profit by vocational training have opportunity, because of lack of available facilities for enrollment.

Russia continues to expand her vocational and technical training program. This issue of the JOURNAL (page 32) carries facts about Russia's stepped-up program of technical training. Through increased vocational and technical training programs the Communists are trying desperately to increase and improve production and become a competitor for the world markets.

The productive capacity of any nation is dependent in large measure on the skill, technical and scientific training of the masses of its people. The people of a nation can have more as they learn to produce more.

The National Manpower Council has just released a book entitled *A Policy for Skilled Manpower.* (See review on page 39.) This book points out in clear, concise language that an adequate supply of skilled manpower is essential to the security and well-being of the nation. It also stresses the need for improving and expanding vocational training programs.

School House Construction. A score of bills have been introduced in National Congress dealing with school house construction. Leaders in national Congress will make a very determined effort to obtain approval for a measure authorizing substantial federal aid for school house construction. Your AVA will insist that any legislation for school house construction include provisions for use of federal funds for instructional equipment. The AVA, by resolution of the House of Delegates approved at the San Francisco Convention, is on record to support legislation to make federal funds available for school house construction.

Practical Nurse Training. Bills will most likely be introduced in the House and Senate authorizing an appropriation for the training of practical nurses and certain other hospital personnel. The measures will doubtless provide for the program to be administered at the local, state and federal levels by vocational authorities. Should such a measure be approved and funds appropriated for carrying out its provisions, this phase of vocational education could be greatly expanded. According to reliable reports, there is a tremendous need for practical nurses.

White House Conference on Education. Following the statements contained in this column in the January issue of the AMERICAN VOCATIONAL JOURNAL dealing with the attitude of Neil H. McElroy, Chairman of the Committee for White House Conference on Education as reported by the *New York Times,* we received a statement from Mr. McElroy on behalf of the Committee, setting forth its position with reference to federal aid to education. We are happy to present on page 33 of this JOURNAL Mr. McElroy's statement.

We are happy to learn from this statement by Mr. McElroy that the Committee of which he is Chairman "has reached no judgment on federal aid to education or on the solution to any of the other problems facing our schools."

The states of Connecticut, Washington, Wyoming, Nebraska, Iowa and Kansas have held their state conferences on education. May we again urge vocational and practical arts educators in the remaining states to immediately take appropriate steps to participate in the state conferences which will be held prior to the White House Conference Nov. 28-Dec. 1, 1955.

Attention: Vo-Ag Teachers and Officials. Page 36 of this issue of the JOURNAL carries a brief announcement regarding the $200 agricultural college scholarship being offered, on a competitive basis, by the Alpha Gamma Rho fraternity to an outstanding FFA boy. We recommend that you request from the AVA Washington Office an application and leaflet.

M. D. Mobley *Executive Secretary*

American Vocational Association, Inc.

the Journal Salutes

. . . and its integral, constructive program of vocational and practical arts education.

"I feel that the increased appropriation amounting to $5 million granted in the last session of Congress for this (U.S.) program is a strong challenge to developing an expanded program."
—U. S. Senator John Stennis

THE MISSISSIPPI LEGISLATURE in 1910 enacted laws providing for the establishment of a system of county agriculture high schools. These schools were to provide in the curriculum for the teaching of both agriculture and home science. The law also provided that students in these schools would work a given number of hours a week on the farm and in the school facilities as a means of gaining practical experience to supplement their class-room instruction in agriculture and home science.

With the enactment of the Smith-Hughes Law in 1917 the State Board for Vocational Education in Mississippi was established and the county agriculture high schools became the first schools to be approved under the provisions of the Smith-Highes Act; that was 38 years ago. In the 38th year in vocational education in Mississippi there is a total of 497 public schools offering training in some phase of vocational education. Much effort was spent in the promotion and development of vocational education in Mississippi but in recent years the problem has been one of approving situations in which the greatest good would be accomplished within available funds.

Mississippi's representation in Congress has worked cooperatively with other leaders in the promotion and development of vocational education. Our own Congressman Russell Ellzey was co-author of the George-Ellzey Act, which was one of the supplemental supporting acts for vocational education.

Recognition is given to the importance of vocational education through accrediting agencies; and schools now accredited by the Mississippi Accrediting Association must provide vocational education to meet the needs of their students. This emphasis has been brought about through a recognition of the value of the service to both in-school and out-of-school groups.

Since 1917 there has been enrolled in the public schools in Mississippi 793,090 boys and girls who have received instruction in some field of vocational service and during this same period 634,795 adults have received vocational training that would assist them with the problems of the farm, home, and industry. This represents a grand total of 1,426,885 years of instruction in vocational services or units of instruction for adult people.

Vocational education has made its contribution in the economic and social welfare of the people of Mississippi and, as an integral part of the public schools, offers opportunity for further development in the years ahead.

A review of the several divisions will show the development in each of the services.

VOCATIONAL EDUCATION IN AGRICULTURE had its beginning in Mississippi under the Smith-Hughes law in 1918. Thirty vocational agriculture departments were established in the state that year with $16,107.79 federal funds plus a share of the $1,450 appropriated by the State Legislature for vocational education.

Today the vocational agriculture departments total 378 and more than $1,417,848 are expended on the federal, state and local levels in reaching 39,884 students enrolled in agricultural classes.

Agriculture in Mississippi varies from the Gulf Coast to the hills of

A vo-ag instructor in Mississippi visits an FFA boy and offers his follow-up instructions and help on a supervised farm program.

Mississippi . . .

North Mississippi and the vast rich Delta bordered on the west by the Mississippi, but everywhere cotton is grown. Cotton is still "King" in Mississippi; but forest trees, the state's "new" crop, is fast cutting down the lead of cotton as the top money crop. Emphasis on this phase of the farming program has been increased through the employment of a forester to work directly with the vocational agriculture teachers. Cattle and dairy farming are steadily looming into the picture and because of the climate which is favorable to pastures almost the year around, this phase of Mississippi agriculture is expected to increase.

Broiler production is rapidly increasing. In 1947, Mississippi farmers and FFA members produced less than 5,000,000 commercial broilers, but this year 42,000,000 will be grown. All this requires a constant changing of technique in teaching agriculture and supervising projects of vo-ag students.

In order to keep the agriculture teachers up-to-date in scientific farming, subject matter is "streamed lined" by a specialist at Mississippi State College, and sent directly to the teachers. In-service training, field tours, demonstrations, and workshops are other methods of keeping the teachers posted.

New farm homes are being built, and old houses are being renovated to take on the appearance of modern architecture. Beautification of farm homes has become a rule rather than an exception; and for this reason, a Horticulture Technician has been employed to give vocational teachers special training in this phase of home improvement.

Farming in all sections of Mississippi is becoming more and more mechanized with all types of farm equipment. The mule as a source of farm power is swiftly being replaced by the tractor. In a twelve-year span (1939-1951), the number of tractors at work on farms increased 32,000. Many in-school vocational agriculture boys know little about horse-drawn farm equipment; and education in care, maintenance and adjustment of farm machinery is of utmost importance to both in-school vocational agriculture boys and adult farmers.

Seeing the need for more specialized training in this area for the adult farmer classes, many schools, with the support of the State Vocational Agriculture Department, have employed skilled mechanics to teach adult farmer classes, many schools, machinery. Group instruction is followed up by individual instruction on the farm.

Rice, a relatively new crop in Mississippi, has increased from 7,000 acres in 1950 to 120,000 in 1954. This, and other changes in agricultural practices to cause more efficient production and increased income to every farm family, is being accomplished in Mississippi through vocational education in agriculture.

Our present state program of day trade training now employs 62 white and colored teachers who teach a total of 107 classes in crafts, such as: auto mechanics, electronics. machine shop, electric wiring, sheet

Miss. FFA boys reap profits from group instruction in judging and selecting beef.

Planting trees and planning forestry projects on home farms mean a balanced agricultural program for boys.

Efficient production as well as increased yields on each acre of each farm is the goal for all vo-ag instructors. This adult farmer produced 1970.0 lbs. of lint cotton per acre with help of his vo-ag instructor.

Learning to use equipment for the home wisely and with skill is an important phase of homemaking educ. in high school.

And, of course, there are lessons devoted to the needs of children.

THE STEADY INCREASE in enrollment in homemaking classes, the continuous requests for additional departments and teachers, and the need for extended terms of employment of teachers bears evidence to the effectiveness of the vocational homemaking program in Mississippi since its beginning in 1920. The major objectives of the program are being realized; these objectives are: to build better homes, utilize available resources, and thereby develop richer family living. The 495 vocational homemaking teachers reached 37,134 individuals in organized classes during 1953-54. Much emphasis is placed on the directed home experience program with pupil projects which resulted in 82,126 being carried to completion during the past fiscal year. These projects served as excellent learning experiences for the students and at the same time helped the family economic situation, contributed to improved family relations and citizenship training.

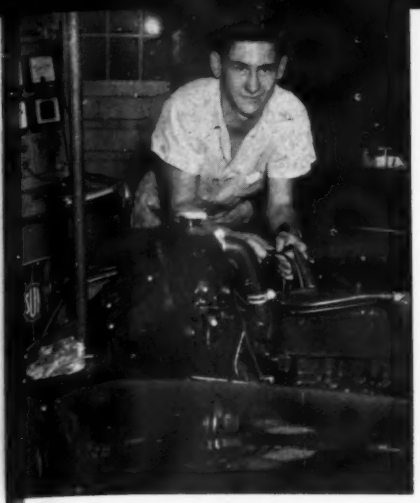
The Future Homemakers of America and New Homemakers of America Organizations with their numerous activities are an integral part of the homemaking program in Mississippi. The 320 Chapters of FHA have a membership of approximately 13,000 and the 129 Chapters of NHA have a membership of approximately 7,000. These organizations have played an important role in improving public relations in the total homemaking program. They have taken advantage of opportunities provided by radio and television displays, to keep the public informed of homemaking goals, activities and achievements and have done much to improve home, family and community life.

Teacher training staffs work very closely with the state staff to build a functional program. An outstanding example of this type of cooperation is the curriculum revision program involving participation by all homemaking teachers and teacher trainers over a five year period resulting in the Homemaking Resource Guide published in 1953. Short intensive courses are designed and offered to meet special needs of teachers on the job.

Extensive modern improvements have been made by many schools and all of the colleges during the past few years in making the homemaking departments more adequate, attractive and convenient.

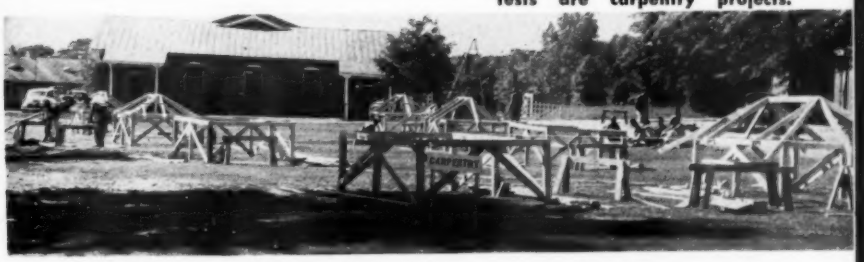
Convenient, efficient, and attractive equipment arrangements encourage satisfying skill accomplishments for home ec girls.

Good consumer buying practices are emphasized for future homemakers in Miss.



Typical job for the student in a DO auto mechanics course is repair. Here, a DO boy works with cheerful, contagious enthusiasm.

Initiated in Mississippi, vocational shop contests are annual events in the southeastern U.S. Typical for speed and accuracy tests are carpentry projects.



INDUSTRIAL ARTS falls in the category of general education. But perhaps no other one general education subject makes a greater contribution to the student by way of preparation for more specific types of training they may receive through vocational education. In a state in process of industrial expansion, and considering the types of industries frequently established here, industrial arts also makes a considerable contribution to the individual student by way of orienting him to tools, materials and processes of the workaday life.

Mississippi does not supply supervision of the industrial arts program. Nevertheless, supervisors in vocational trade education frequently serve in the capacity of consultants for industrial arts in the planning of programs as well as planning facilities.

The program is yet in its infancy but is definitely in process of growth and development. One local school alone opened full-time industrial arts shops in each of two junior high schools, beginning with the current year—a considerable undertaking to be done at one time.

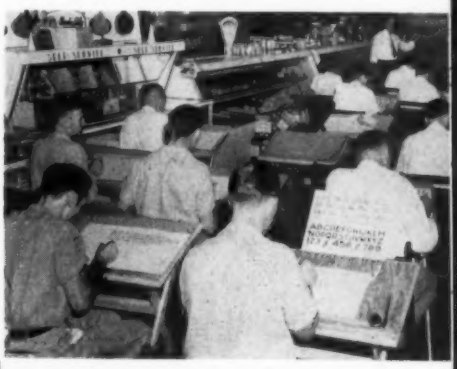
Other schools are planning similar programs and additional departments will be opening in the future.

IN KEEPING WITH THE concept that vocational education is an integral part of the total program of public education, it is recognized by many that local public schools are responsible for all training of this type for the community. Whether for the in-school student, out-of-school youth or the employed adults, training should be available to those who need it and can profit therefrom.

Industrialization of our state is progressing at a rapid pace. Of the slightly more than two million people who reside within our boundaries, approximately one hundred thousand are employed in industrial pursuits. Since World War II, a total of 341 new industries have taken advantage of our market outlets, a generous supply of willing labor, a favorable climate and a considerable resource of raw materials.

Approximately 10,000 individuals received preparatory and trade extension training during the past fiscal year. Partly because of the problem of limited finances, day trade offerings developed slowly. To overcome this, Mississippi and several other southern states, working jointly, devised the part-time cooperative plan of training now known as the diversified occupations or the DO Program. This enabled students in even small communities to receive specialized training for a variety of occupations. In a recent year, training for 74 different occupations was given to some 800 high school students. Students were placed and trained as machinists, auto mechanics, plumbers, dental mechanics, dental assisants, laboratory technician, lens grinders, draftsmen, and workers in other such occupations common to the business and industrial life of almost any city or town within our borders.

Grocerymen learn to grade and display fresh fruits, vegetables.



Showcard writing is offered for store managers and their crews.

A co-op student has a valuable experience in the principles of attractive window displays for retail selling establishments.

Preparation for service as a laboratory technician is another opportunity offered to Mississippi's youth through the diversified occupations program in local communities.

metal and others common to the service and manufacturing industries. Added to this list most recently is industrial drafting, cosmetology and practical nursing. Several of these programs enjoy an unique relationship with labor and industry. Following preparatory training, graduates are awarded advanced standing on their apprenticeship. Typical of placement under this arrangement those completing high school who have had at least one year of specialized vocational training have consequently been employed by local industry, given advanced standing on apprenticeship and paid a corresponding wage.

In increasing numbers, school authorities are accepting responsibility for training employed adults. Thus the need for trade extension classes for apprentices and journeymen are increasing. In many cases such classes are taught by a local craftsman-teacher. In other communities this is difficult. To bridge this gap, itinerant instructors employed full-time by the State Department of Vocational Education work on a statewide basis. Courses are offered in carburetion, motor tune-up, firemanship training, safety and job training, and training for supervisors in industry.

DISTRIBUTIVE EDUCATION HAS become a vital part of the program of vocational education in Mississippi. The first educational effort in this field was with evening classes for employed distributive workers, and immediately following this beginning, the part-time cooperative program was developed for the in-school group of youths who were to become employees in distribution occupations.

The State Board provides itinerant personnel on the state level for adult training in the fields of marketing fruits and vegetables, window display, show card writing, and the training of foodhandlers in public establishments. Additional adult work has been provided in local communities based on seasonal needs.

As Mississippi has grown industrially the need for distributive education has also increased. In the early development of the program the Supervisor in Trade and Industrial Education devoted time to this program, and as it developed, training personnel was secured as a State Supervisor. The program grew in general acceptance by school administrators, and by leaders in the field of distribution. At one time, approximately five thousand (5,000) people were reached within a year. With decreased appropriation however, there was necessarily some retrenchment in the program. With increased congressional support and the promotion of sound programs in the distributive field, there is no reason why this phase of education should not take its rightful place as one of the services of vocational education. Every effort is being made in Mississippi to promote a sound program in the field of distribution that will merit continued support from the national, state, and local levels.

It is recognized that education in distribution can materially affect the economy of the state, and it is that recognition which prompts the state board of vocaional education to further promote and develop this phase of the program.

MISSISSIPPI'S CHANGING ECONOMY, along with developments in school philosophy, has caused administrators to recognize the need to organize and extend vocational guidance services. Some schools in the state were already moving in this direction when the George-Barden Act was passed. Now several of them have "pilot" guidance programs which are financed through federal, state, and local funds. A new state law provides that a cumulative record will be kept on every child, grades 1-12.

Almost every high school in the state has a faculty member with some professional guidance training. Forty-two counselors are now devoting at least half time to guidance, while over a hundred high schools have a faculty member with some time scheduled for counseling. Programs are being developed as organized guidance services based on student needs. A newly adopted record folder will serve as a minimum cumulative record on every pupil in the public schools. Objective tests and occupational information are being used extensively.

For several years the Mississippi Guidance Association has held regional meetings, as well as annual state meetings during the state teachers' convention. The guidance association is working on such research projects as the establishment of state norms for selected objective tests.

High standards for counselor certification have been established and graduate schools in the teacher training institutions are preparing counselors with the necessary professional training. An especially effective in-service training program for local faculties is being provided by approved counselor trainers in several cooperating schools over the state.

A counselor and her student make careful plans for the future as a part of Mississippi's organized school guidance service.

PUBLIC RELATIONS for Business Educators

THE MAINTENANCE OF GOOD PUBLIC RELATIONS by those interested in business education should be a natural product of their professional activities. The very nature of the business educator's work requires a keen appreciation of a most important phase of the public welfare, and from this understanding naturally should flow those activities which arouse interest in and acceptance of any worthwhile business education program.

An understanding, sympathetic, and helpful acceptance of the business education program by the various publics must be built upon constant publicity and educational interpretation through adequate home-school-community relationships. It should be understood by all that the interests of the school and the public are the same. Any public relations program should therefore be an interpretation of what is and what ought to be.

Every public relations program ought to be specific in purpose, and its techniques should be geared to accomplish the purpose. It is almost impossible to plan a suitable public relations program unless its purposes are clear. Once they have been clearly defined, appropriate techniques will automatically suggest themselves. Needless to say, the reasons for carrying on a planned program must be honestly conceived. Unless the thing to be accomplished can be justified on the basis of real need, the program cannot be honestly initiated. Once an honest and important need has been determined, comprehensive plans to be carried out are in order.

In talking about the purpose of public relations with respect to business education, perhaps we should survey some of the reasons why we ordinarily try to influence the public in favor of our particular brand of educational wares. We may wish to expand business education offerings; we may want better equipment; we may wish to establish greater confidence in business education; we may wish to attract more students to our classes; we may wish to defend what we are doing; we may dislike what is being said about our area of education; we may wish to meet the educational needs of the community in a more satisfactory way; we may wish to overcome biases. Any of these reasons would call for special public relations activities designed specifically to accomplish whatever needs to be done.

The matter of public relations is really one of understanding and of being understood. What do we want various segments of the public to understand? A partial list might appear as follows:

We want administrators to be friendly toward business education and make an adequate place for it within the curriculum.

We want teachers to understand the importance of some business training to everyone so that they will recommend training in this area of education.

We want students to look favorably upon business courses because we believe there are concepts in business education that should be mastered by all people.

We want parents to understand that a well-rounded education includes much information which is provided only in our business curriculum.

We want businessmen to be satisfied with the quantity and quality of our product.

We want to be respected members of the teaching profession and the community at large.

These are some of the things we want. It is possible that in your case several of them have been rather completely realized. In instances where the importance of business education is not completely understood, what can we do specifically to promote greater appreciation of its worth among the various publics? Let us begin with the administrator.

Administrators must understand and be sympathetic toward business education before it can compete with traditional subject areas. Most administrators have been given traditional American schooling which has not included much in the way of business education. The matter of economic competence was not stressed in the traditional American high school, and it is only now that educators are beginning to stress this phase of education. Dealing with the administrator is not a matter of overcoming his bias; in many cases it is a matter of educating him. The average principal or superintendent is a man of open mind, quite willing to be shown. How can you solicit his interests?

Focus his attention on things that are apparent: need for more functional furniture; better equipment; modern room arrangement, better qualified teachers.

Arrange to have him express himself before groups which are interested in furthering business education.

Invite him to your Office Management Educational Night affair or to the Merchant's Association which is honoring the D.E. students.

Have *him* organize an advisory committee composed of businessmen, teachers, P.T.A. members, etc.

Have more than an academic interest in business education. Be able to do. Have a mature approach to business problems, and use your business experience and training in helping with the business problems of the school.

Carry on your own work in a business-like way. You won't inspire the confidence of your principal or superintendent in business education if your own work is done in a haphazard fashion.

Make some strip films and slides which portray the work being done in your department. These make interpretation easy and can be used before teacher, business, parent, and student groups.

Invite him to hear you speak on business education.

Speak before the principals' club on your favorite subject—Business Education. . . .

In all your dealings with the principal or superintendent there must be a spirit of friendliness, helpfulness, and cooperation. Your patience, honesty, and good judgment will be rewarded. Only through such rapport can a business curriculum tailored to the needs of the community be developed.

Educational guidance has its roots in teacher understanding. It is essential, therefore, that all teachers understand the objectives of business education.

All teachers are guidance teachers today. Our elementary teachers are largely the product of teacher training institutions, and our high school teachers are largely the product of teacher training and liberal arts colleges. In general they know little or nothing about business education; yet they are entrusted with educational guidance. Since they know so little about the values of business training, they cannot recommend it even for those who by all standards require it. It is necessary, therefore, for those interested in business education to build up an understanding and appreciation among all teachers for the business

by Enos Perry,
Supervisor of Business Education
Board of Education,
Chicago, Illinois

subjects. Here are some of the methods to use:

Conduct an afternoon or noon typewriting class for all teachers.

If you are charged with production work of the school such as the mimeographing of teaching units, be prompt and cheerful about your work.

Be helpful in typing business letters for teachers.

Give aid in income tax matters when requested.

Help your fellow teachers find employment. Your contacts should enable you to do this.

Develop a speakers forum composed of businessmen and discuss current economic topics which are of interest to everybody. Invite all teachers. Teachers will learn that business education includes more than shorthand and typewriting.

Be tolerant of competing subjects; never speak disparagingly of them.

Never misrepresent the values of business education; your approach must be rational and balanced.

Speak to adjustment and placement teachers at their meetings on the practical qualities of business education; explain the business curriculum of faculty meetings and show how business subjects can be integrated into a college preparatory program.

Students must be made to appreciate the value of having a salable skill as well as of having an understanding of everyday economic problems.

Students are your best advertisers. Students very shortly become voters, tax payers, parents, and school board members. Within a relatively short time their children will be in high school. It is imperative, therefore, that the students' favor be courted through good teaching, proper guidance, cordial and business-like classroom relationships, care in placement, and recognition in school after graduation. As soon as the student is working in the business world, he will be able to evaluate the job you have done and the product you are selling. It is up to the business teacher, therefore, to sell his product and himself well to his chief consumer if he hopes to make real progress in selling business education to others.

Invite successful businessmen to speak to all students on the subject of careers.

Have assemblies at which businessmen answer questions previously prepared by students. The questions need not necessarily be prepared by business students, but they should be discussed with a business teacher before presentation.

Devise business education assemblies for explanation of the program to students.

Organize a "Business Day" so that students may visit business classes and develop a keener understanding of the program.

Prepare illustrated pamphlets that describe business education offerings.

Utilize successful graduates in assembly programs.

Offer typewriting classes for boys only.

Disseminate literature on how men have made good through the secretaryship.

Promote active business clubs — F.B.I.A., Junior Achievement, F.D.A., etc.

Have a special column in school newspaper for business education.

Employ business students in worthwhile business activities for the school and give publicity for such service.

Give wide publicity to students who make good in D.E., work-study, and similar programs. The occasion of awards by businessmen provides the setting for such publicity.

Arrange for parents, teachers, and students to participate in special business education programs on radio and TV.

Offer tryout programs to interested youth.

Arrange for student contests. Plan for luncheons where students will entertain their employers.

Encourage business groups to give scholarships in business education to deserving youngsters.

A satisfactory business education program must have the backing of parents. Parents are usually more in sympathy with business training than are the rank and file of teachers. This sympathy arises from the fact that parents themselves are in business of one kind or another; they are not overpowered by the college preparatory fetish since most of them have not attended college. There are many, however, who are not acquainted with the benefits of a business education, and they should be informed if the fullest measure of understanding and cooperation from the community is to be obtained. This interest and understanding can be developed in various ways:

Visitation days specifically for parents should be undertaken each year at about the same time. The business department can show the many fine things which it does.

Attractive and descriptive pamphlets which describe the school's offering and the advantages of business education should be placed in parents' hands.

Economic forums for parents should be sponsored by the business department.

Newspaper articles featuring stories of students' accomplishments are appreciated by parents. Of course, any special recognition has the same effect.

Special mimeographed or printed pamphlets describing new programs such as D.E. or work-study should be prepared for parents.

Commercial department exhibits in business houses where they will be seen by the general public are good. Window displays can be particularly effective.

Organize adult business classes for parents.

Promote a class demonstration day to which parents are invited.

Above all else, be always courteous and helpful to parents who come to the school about their chidren. Their most prized possession should not receive indifferent or hostile treatment from you.

Businessmen must approve the product of the business department and cooperate in the training process. It goes without saying that the businessman appreciates the efforts of the schools in their attempt to prepare young men and women for participation in the business community. The business community is primarily interested in having enough well trained young people graduating each year to meet the labor demands of business. To accomplish this goal, businessmen and women are eager to help.

A community business survey conducted jointly by school and business is helpful to a well planned business education program.

An advisory board composed of businessmen, teachers, school administrators, and parents adds effectiveness to the business education program and promotes understanding among all elements of the problems of education and business.

Advice from businessmen on the matter of business machines, standards and training techniques can be helpful and, of course, gains immeasurable good will and interest.

The use of businessmen at assemblies, forums, career days, and radio and television programs promotes interest among them in the school program and improves the quality of the educational program.

The offering of scholarships and merit awards by business organizations stimulates interest among students and businessmen alike in the business education program.

The work-study programs offer excellent public relations possibilities if administered by well-trained teachers. Whatever such programs have been inaugurated and administered well, the businessmen have been most enthusiastic.

Use businessmen at your education association program, and see that there is a close working relationship between your professional organization and those of businessmen.

Participate in or sponsor a summer work experience program for teachers. Be sure, however, that the teachers are properly placed.

Encourage an exchange day of teachers and businessmen. Each tries out the work of the other.

Give recognition for outstanding service in behalf of business education to individuals and professional groups.

Advertise ability of students by encouraging them to serve at conventions, lodges, church functions, community drives, etc.

Ask business to provide the school with worthwhile teaching aids — materials, pamphlets, etc.

Businesses often like to sponsor plant tours. Take advantage of them.

Business teachers must be leaders in the educational profession and the community in which they live. Well-trained teachers are essential to the maintenance of good public relations. Business teachers must not only be well-trained in their subject but effective contributors to worthwhile community living as well.

Want more information about improving community relationships in all fields of vocational and practical arts education? Use AVA's new book, *Your Public Relations, A Guide for Vocational Educators — 88 pages of direct, valuable aid.*

The Illinois "Package Deal"

SEVEN KEYS TO BUILDING MEMBERSHIP FROM THE 1954 RECORD-WINNING STATE ASSOCIATION

THE ILLINOIS VOCATIONAL ASSOCIATION is deeply grateful to the affiliate organizations of which it is composed for our fine membership record. This membership of almost 3,000 made it possible for us to win the 1954 AVA Membership Achievement Award. Our 1954 total was the largest any state has had in the history of the American Vocational Association.

The honors for maintaining this leading membership for so many years go to the efficient, hard-working membership committees of IVA affiliates. It was decided a good many years ago that a "package deal" was the most effective means of gaining and holding members. All vocational teaching personnel in Illinois are eligible to join one of our 4 affiliates—The Illinois Association of Vocational Agriculture Teachers, The Illinois Business Education Association, The Illinois Vocational Homemaking Association, or The Illinois Industrial Education Association. In order to become a member of any one of these four affiliates, or the Illinois Vocational Association, or the American Vocational Association, one must join all 3.

We believe our record membership, of which we are humbly proud, did not just happen. Seven pertinent factors seem to underly all activities of the Illinois Vocational Association.

1. *Cooperation.* Keynote of all activities seems to be the complete cooperation of everyone concerned. Our organization became a reality when the agriculture, homemaking and industrial education groups joined hands in 1935, with the business education group adding its membership in 1936. Thus, a long history of working together has existed and recognition is given all groups represented.

2. *Active Affiliates.* The IVA constitution provides for a very limited program on the part of the IVA itself. Actually, the IVA serves as a coordinator of its affiliates—leaving the bulk of the activity and work to the associated groups with the result that many, many people have an opportunity to participate. Each group has officers, committees, and programs of work. The membership includes a large number of non-reimbursed as well as reimbursed teachers.

3. *Superior State Supervision.* Illinois is indeed most fortunate in having highly professional State Board of Vocational Education people who are ever willing to lend a helping hand. They encourage participation in professional groups on the part of teachers in all vocational fields. Through state publications their articles and suggestions are made available. Our board is aggressive, provides supervision without "snoopervision." It sponsors conferences throughout the school year or during summer vacation time. Helpful materials are mailed out from time to time and good advice is forever available. For example, when this article was prepared J. E. Hill, State Director of Vocational Education and John A. Beaumont, Chief of the Business Education Service, were most prompt in giving helpful suggestions and information.

4. *Excellent Publications.* The *Illinois Vocational Progress* magazine was initiated in November, 1943. This has done much to stimulate membership and unity of thinking and feeling in the IVA. Further it has created an opportunity for teachers in all the fields to make professional contributions that have been recognized not only in Illinois but throughout the country. The *Newsletter,* as its name implies, keeps our vocational teachers informed of the activities of each division. It goes to everyone whereas the magazine is sent only to IVA members. Each affiliate is well represented in both publications. Articles appear from the pens of both teachers and state supervisors. Bulletins and pamphlets are released by the state office from time to time.

5. *Strong Conventions.* We believe that IVA Conventions compare quite favorably with AVA national meetings. Carried on as a joint undertaking with interesting programs in all areas, our conventions are unique in that all states do not have annual meetings that include all of the vocational groups. Last year, our Opening Session and Banquet were scheduled for all of the attendance. The Ship's program, sponsored by commercial exhibitors, was held on the last day. The Illinois Council of Local Administrators of Vocational Education and Practical Arts had special sessions and each division had its own meetings.

A fair division of funds at the conclusion of the convention is important to continued success. We divide it in accordance with membership figures and this, we feel sure, brings a feeling of working together.

6. *Personnel Relationships.* This may seem duplicated in other points mentioned but its prominence justifies it as a special point. A closely knit relationship exists between our groups. In 1937 a policy of rotating the presidency among the various affiliated associations was established. Illinois has a remarkable relationship of goodwill between large and small communities. Much credit for IVA membership success is due to the fine relationships that exist between the Chicago people, for example, and downstate members. Each division either sponsors or is represented in smaller area groups that form a nucleus for membership stimulation. Membership chairmen use form letters and follow-up letters as well as both AVA and IVA brochures and personal contacts to encourage memberships in local groups.

7. *A Teachers' Organization.* Teachers *are* the Illinois Vocational Association. They are the officers, they contribute to the magazine, they participate in the conventions, and they participate in local area groups. It is neither a state office dominated program nor a teacher training institution dominated program, although both are well represented in the organization and contribute their share toward its success.

By Homer F. Ely
President
Illinois Vocational Ass'n

If Programs For Teacher Education in Agriculture Are to Be Improved *CHANGES MUST BE MADE*

Photo 1, Community Research: C. C. Scarborough, Prof. of Agricultural Educ., S. C. Mayo, Prof. of Rural Sociology; Jesse Lassiter, Student Teacher, and M. O. Phillips, Supervising Teacher, give their careful attention to student-teacher study in adult education.

By C. C. Scarborough
Head, Department of Agricultural Education, North Carolina State College

IF PROGRAMS ARE IMPROVED, changes must be made. This is easier said than done on a college campus. The process of change for a more effective program of teacher education can be made more readily if agreement can be reached by the leaders at the college (and in supervision) on the basic assumptions involved in the education of prospective teachers of vocational agriculture. In fact, such an agreement on basic issues is necessary before the most effective program of teacher education can be developed. Otherwise, efforts toward improving programs of teacher education will be limited to a shift of 3 hours here and there–barely keeping up; certainly not looking ahead.

There are 3 areas urgently needing increased emphasis by the prospective teacher of vocational agriculture. These are: (1) *Community Planning*, (2) *Farm Management* and (3) *Farm Mechanization*. It is in these areas that the beginning teacher faces his biggest problems. Here are a few suggestions for helping the prospective teacher acquire needed understanding and abilities in these areas.

At least one of the courses designed to develop abilities in this area should be moved from the college campus to the community. This can be done easily (if the desire is shared by those concerned) as part of the student teaching program. Based upon limited experience available, this shows promise of improving understanding and ability in the area of community planning while at the same time making the student teaching more realistic. *(See photo 1)*

The "farm management approach" to farm problems is urgently needed by teachers of vocational agriculture as they spend more time in working with farmers, particularly young farmers becoming established. The job of helping the prospective teacher develop his ability in the area of farm management cannot be left exclusively to the agricultural economics department, although major emphasis is needed there. For example, more emphasis must be given to farm production and marketing of hogs even at the expense of learning the fine points of judging a class of swine. For the young teacher, it's a long, precarious way from the college class in judging and helping a young farmer determine whether or not to borrow money to go into the hog business. *(See photo 2)*

Farm Mechanization problems are really part of the farm management approach, but these are considered separately here because of rapid changes in this area. The difficulty that the prospective teacher must overcome in college is the large number of courses that must be taken in agricultural engineering to develop needed abilities in this area. Sometimes he cannot do it, and therefore he begins his teaching unprepared to help farmers solve their problems of mechanization.

Many different approaches have been tried, including hiring persons

Photo 3 (1.): A beginning teacher calls his student's attention to improper cultivation procedure. This was observed on a follow-up visit by a professor from the college. Photo 4: This organized class of teachers studies problems of conducting effective young farmer educational programs.

trained in agricultural education to do the teaching in agricultural engineering. It is suggested here that the teaching program should remain with agricultural engineering, with first emphasis on farm mechanization problems, followed by more detailed courses as time permits. Individual students must have the opportunity to develop their own skills in the operation and maintenance of machinery and equipment commonly found on the farms of the area where he will teach.

The effective program of teacher education does not stop when the change is made from college student to teacher of vocational agriculture. As procedures are developed to make it practical, much of what is now included in the undergraduate program will be deliberately delayed until the teacher is on his job. Two major points of emphasis are needed here: (1) *follow-up* of each first-year teacher for assistance in planning and developing the local program of vocational agriculture; and (2) *organized classes* for discussion of common problems and professional improvement of teachers.

Follow-up of a beginning teacher by the college professor is education in reverse—for the professor as well as the new teacher! This type of visit differs from the regular supervisory visit in that it is a follow-up of the college program as well as for professional assistance to the new teacher. (*See photo 3*)

Organized classes may be offered for graduate credit, or workshops provided for study of a specific problem. In either case it is necessary that they be well planned, including specific plans for changes to be made in the programs of teachers enrolled. (*See photo 4*)

To make the needed changes in college programs, it is necessary to reach agreement on basic issues involved. This calls for a "meeting of minds" on the college campus. It will mean some experimental programs, particularly in more effectively developing abilities needed by the prospective teacher of vocational agriculture.

The ultimate aim is to provide better opportunities for local farm people for education in agriculture. This is really the goal of teacher education. Some improvements are urgently needed in present programs if they are to meet the needs of the present and future.

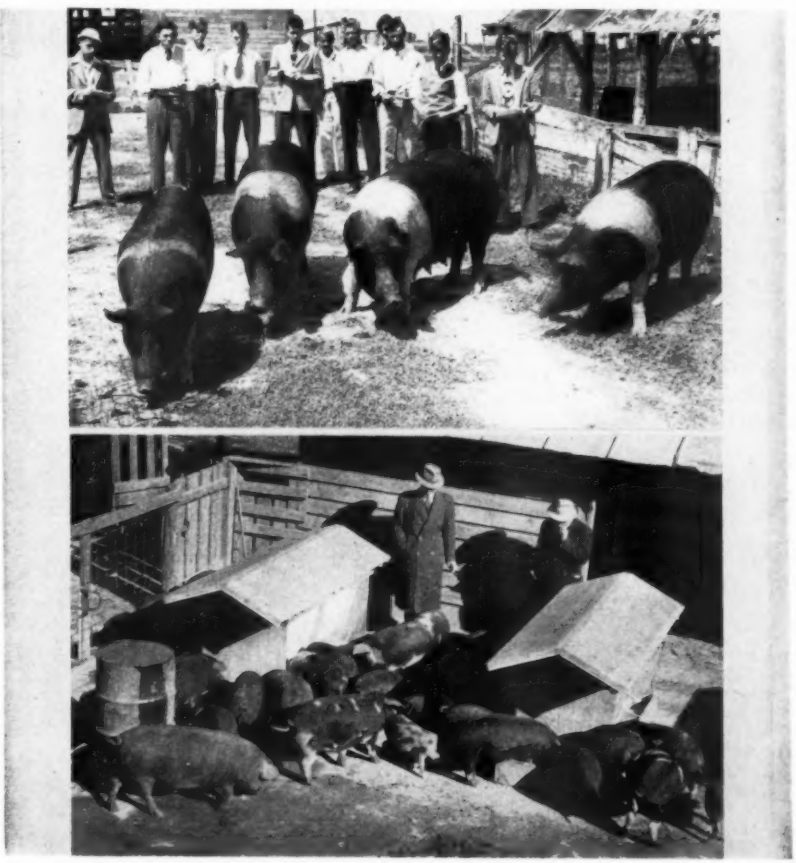


Photo 2: Judging or feeding, which is more important? There is much difference between learning to judge animals and learning to feed them economically. Voag teachers must regularly solve management problems in vocational agriculture.

What To Do in designing a project

First in a new series—"when Monday morning comes"—prepared for the practical use of the industrial arts teacher.

By Dr. Paul Scherer and Wm. R. Mason
Supervisor of Industrial Arts
Cleveland, Ohio

WHY WE STUDY DESIGN

Before we start to make anything in our school shops it must be designed and planned by someone. This is true in industry as well as in our own classes. Much preliminary work usually takes place before a design is really started.

We have to know what we want to make, what its purpose is to be, what materials we have available or can obtain, and what construction is possible with the tools and machines at hand. Next, keeping all of these things in mind, we want our project to look nice. If it is a piece of furniture it must fit in with other pieces of furniture. The size, shape and proportion must be right. These and many more considerations must enter into our project design.

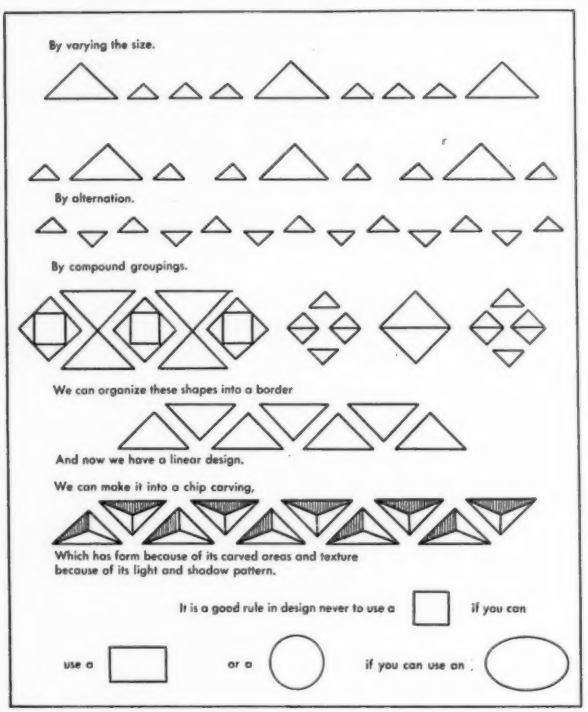
All designs are not always our own. Sometimes they are furnished by special designers. Sometimes they are copied from some pattern or plan made by someone else. Most of the products produced by industry are designed by a relatively few men. Sometimes we take several ideas from several patterns and put them together to make a partially original design. The greatest personal satisfaction, of course, comes from working out ideas which are entirely original.

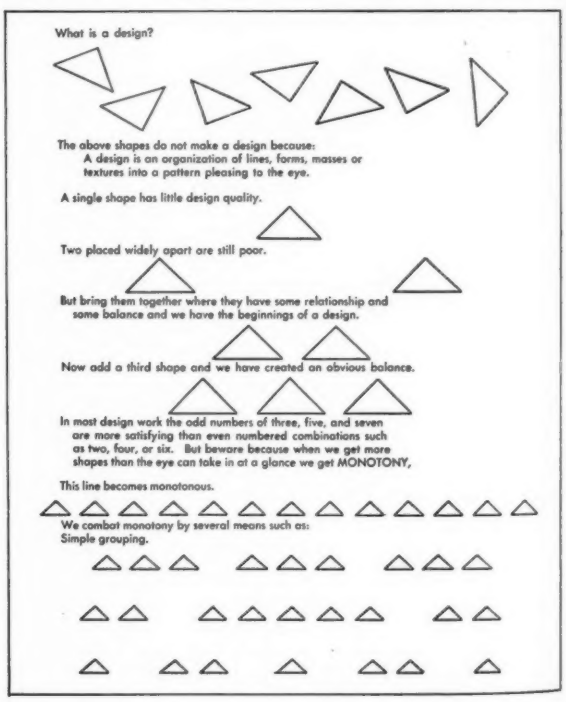
We are not all original designers, however, and great satisfaction can come from understanding the elements of design so that we can apply ideas we do have. At least we should recognize and be able to select the best ideas developed by others. Now, what is good design?

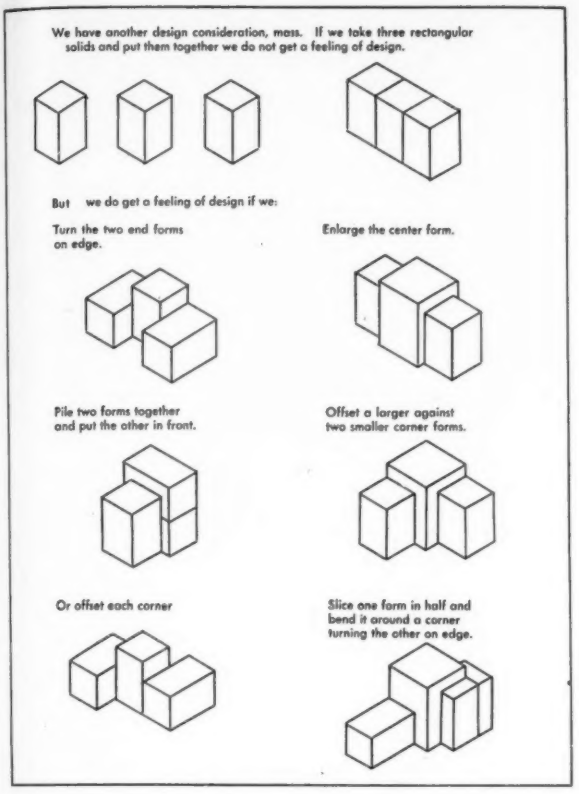
APPLICATION

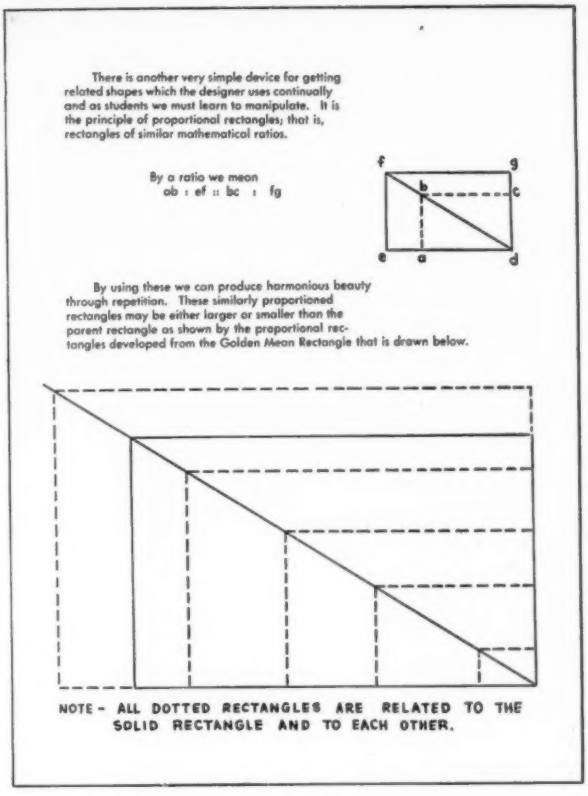
When we started our study of "Design" we said that we needed to know what we wanted to make, what its purpose was to be, what materials we had available and what tools we had to use. Here is an outline which can well be followed in planning and designing a project.

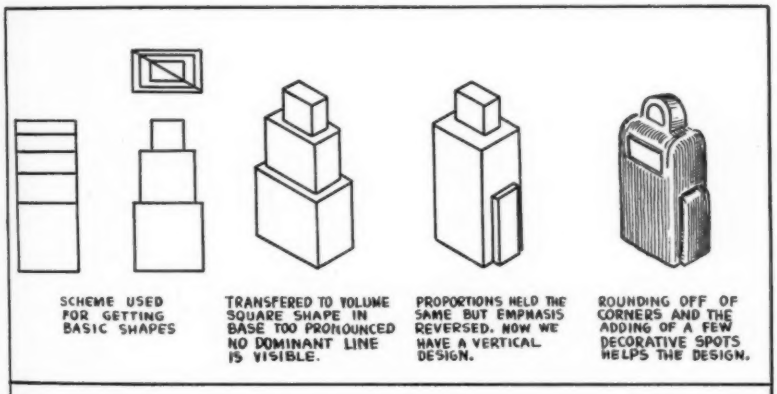
Below are examples of the effect of variations in size, grouping, organization, placement, balance, and design.

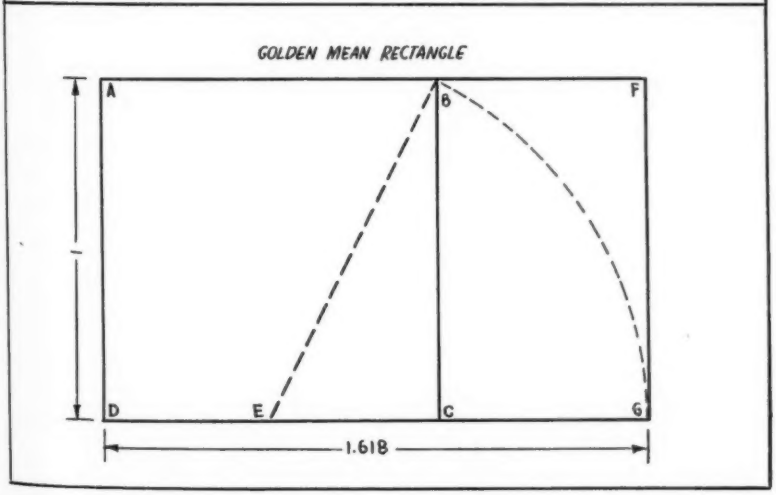

By varying the size.
By alternation.
By compound groupings.
We can organize these shapes into a border
And now we have a linear design.
We can make it into a chip carving,
Which has form because of its carved areas and texture because of its light and shadow pattern.
It is a good rule in design never to use a
if you can
use a
or a
if you can use an


What is a design?
The above shapes do not make a design because:
A design is an organization of lines, forms, masses or textures into a pattern pleasing to the eye.
A single shape has little design quality.
Two placed widely apart are still poor.
But bring them together where they have some relationship and some balance and we have the beginnings of a design.
Now add a third shape and we have created an obvious balance.
In most design work the odd numbers of three, five, and seven are more satisfying than even numbered combinations such as two, four, or six. But beware because when we get more shapes than the eye can take in at a glance we get MONOTONY,
This line becomes monotonous.
We combat monotony by several means such as:
Simple grouping.


We have another design consideration, mass. If we take three rectangular solids and put them together we do not get a feeling of design.
But we do get a feeling of design if we:
Turn the two end forms on edge.
Enlarge the center form.
Pile two forms together and put the other in front.
Offset a larger against two smaller corner forms.
Or offset each corner
Slice one form in half and bend it around a corner turning the other on edge.


There is another very simple device for getting related shapes which the designer uses continually and as students we must learn to manipulate. It is the principle of proportional rectangles; that is, rectangles of similar mathematical ratios.
By a ratio we mean
ab : ef :: bc : fg
f
g
b
c
e
a
d
By using these we can produce harmonious beauty through repetition. These similarly proportioned rectangles may be either larger or smaller than the parent rectangle as shown by the proportional rectangles developed from the Golden Mean Rectangle that is drawn below.
NOTE - ALL DOTTED RECTANGLES ARE RELATED TO THE SOLID RECTANGLE AND TO EACH OTHER.


SCHEME USED FOR GETTING BASIC SHAPES
TRANSFERED TO VOLUME SQUARE SHAPE IN BASE TOO PRONOUNCED NO DOMINANT LINE IS VISIBLE.
PROPORTIONS HELD THE SAME BUT EMPHASIS REVERSED. NOW WE HAVE A VERTICAL DESIGN.
ROUNDING OFF OF CORNERS AND THE ADDING OF A FEW DECORATIVE SPOTS HELPS THE DESIGN.



A. Research for Project
   1. Function, purpose, where and how used
   2. Materials available.
      a. Cost
      b. Workability
   3. Construction possible
      a. Tools and equipment available
      b. Skills required
      c. Time available
   4. Appropriate shapes, sizes, style, finish

B. Preliminary Sketches and Models
   1. Rough sketches of possible ideas which will solve the problem
      a. Keep sketches to scale by placing cross-section paper behind sheet used
      b. Refine several *Best* ideas by tracing or combining selected ideas

Note: These lessons on Design are adapted from *A Design and Project Guide* prepared by Dr. Paul Scherer, formerly with the Cleveland Public Schools, now Assistant Professor, Department of Industrial Arts, University of California, Santa Barbara College, Santa Barbara, Calif. The lessons also follow pages 34-40 in *A Guide to Improving Instruction in Industrial Arts*, American Vocational Association, Washington, D. C.

2. Select several *best* designs for better drawings or models
3. Study selected designs
   a. Lay out proportions and major space divisions as established by requirements
   b. Arrange and rearrange major parts to get best and most pleasing effect

C. Preliminary Working Drawing
1. Study construction problems
2. Develop proportions properly
3. Redesign as needed

D. Scale Model

E. Final Sketches
1. Make needed refinements
2. Color or render realistic perspective

F. Working Drawings

Let us follow this plan now and design a footstool. Remember that many styles and sizes are possible. Many old and new ideas are also possible. List the results of your project research before you start to sketch. Here are several footstool ideas to help you.

A very famous rectangle in design is called the Golden Mean Rectangle. It is based upon a square A-B-C-D plus the length obtained by swinging the arc E-B (which is the diagonal of one-half the square) until it strikes the base line at G.

(See lower left, page 15, for illustration of the golden mean rectangle.)

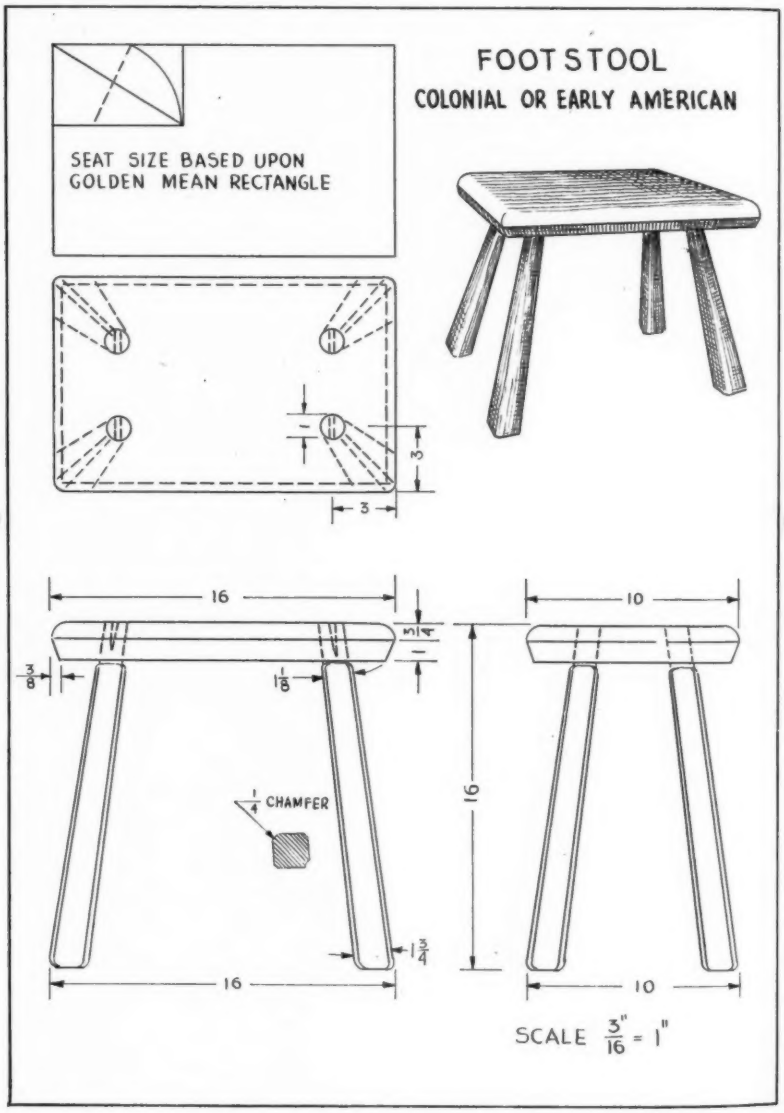
This rectangle is one of the most pleasing and satisfying divisions of space to most people and is one which is preferred by many of our leading designers.

The most satisfactory surface division, therefore, is one in which interest and unity are produced by dividing the plane into parts which, although contrasting in shape or size, are related to each other and to the original surface.

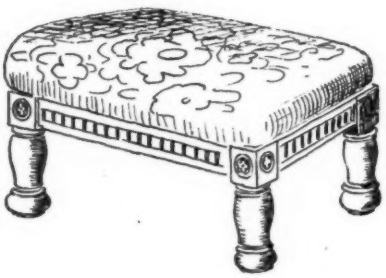
This method was known to the Egyptians and was the basis of much of the Greek design work, and is also the background of much of our modern design.

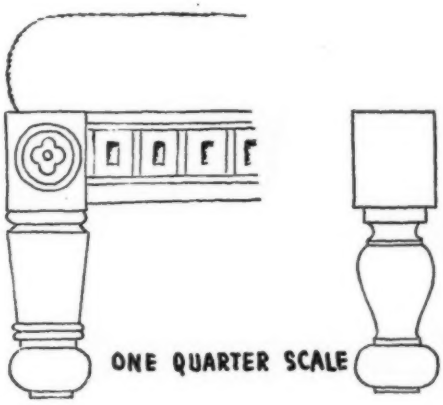
This rectangle forms the base for so much of our own design work that we should be very familiar with it.

Industrial arts teachers—look for practical teaching helps monthly in the AMERICAN VOCATIONAL JOURNAL!



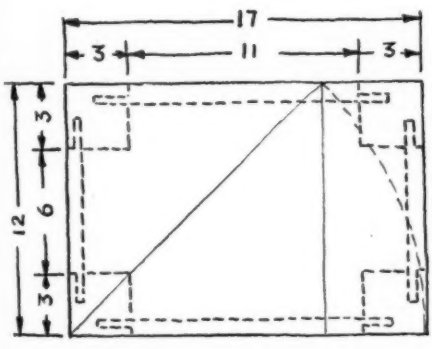
COMPARISON ALLOWS US TO DETERMINE PROPORTION



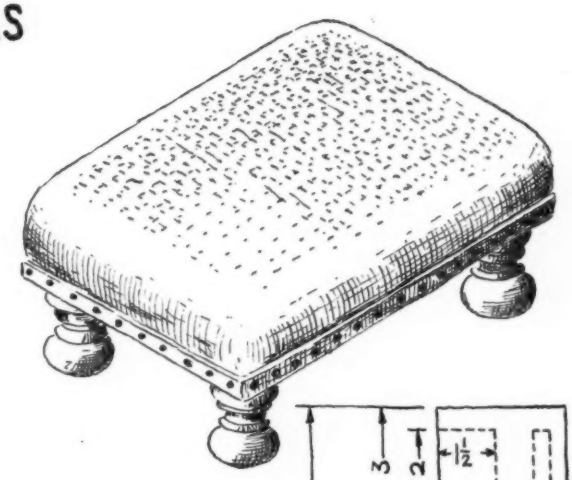


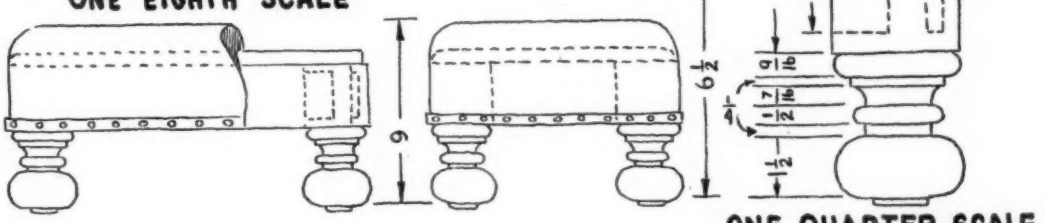
ONE QUARTER SCALE

LOW FOOTSTOOLS



ONE EIGHTH SCALE





ONE QUARTER SCALE

By Elmer F. Sproule
Training Manager
Hughes Aircraft Company

ALL NEW INDUSTRIAL DEVELOPMENTS inevitably create a need for highly-trained technicians who must possess new skills and knowledge.

These technicians may be the men at the machines who have learned to fabricate parts within tolerances measured in a millionth part of an inch. They may be the men in the background who maintain the intricate devices and controls which operate machines. They may be the men behind the scene in the factory and the office where automation has replaced some of the older skills. Or, they may be the men on the drafting board who interpret the findings of the research scientist.

In short, these technicians are the men who make up the vast span between the unskilled and the professional worker—the men who will continue to be the very heart of our business and industrial structure.

Today, the need for these technicians is far greater than ever before, and it is almost certain to increase. The reason? We live in an age in which new ideas, new methods, and inventions are affecting our industrial economy at a faster rate than ever before.

OUR PAST PROGRESS

To be sure, there have always been great industrial changes in our country which have had far-reaching effects on the kinds of skilled employees which business and industry require.

Let's take a brief look at some examples of these past changes. In 1879 a young inventor watched a loop of carbonized cotton thread glow in a vacuum for more than 40 hours. That young man—Thomas A. Edison—had developed his first incandescent lamp. Today, light is as much a part of daily life as eating, and technicians by the hundreds have developed, designed, and serviced new and better types of lighting.

Another example: From the tinkering noises which came from a wooden shed in Detroit in 1892, there emerged the gasoline car, developed by Henry Ford, who put America on wheels. Today, we use thousands of technicians in automobile production, and we produce more cars than the rest of the world combined. And if any of you doubt that, just think of the little task you have faced when attempting to find a place to park your automobile.

For another example of a great industrial development of the past, we might go back to Kitty Hawk, N. C. in 1903. There, two brothers stood and watched the strange-looking machine they had built fly for 59 seconds. Wilbur and Orville Wright were on their way to developing the airplane. Today, the airplane is a major force in our national defense. And, as an airline passenger, you may find yourself having a ham-and-egg breakfast in New York, eating a very tasty lunch 20,000 feet above the farms of Iowa, and enjoying a leisurely steak dinner with your family in Los Angeles in the evening. The major airframe industries on the West Coast today, employ almost a quarter of a million people, a good share of them technical specialists.

These examples I have cited are just *some* of the great industrial developments we have seen in America.

THE PRESENT AND THE FUTURE

But the fact remains that in recent years—say the last 25 years—we have had the greatest industrial development the world has ever known—radio, television, frozen foods, wonder drugs, nylon, to mention just a few items. And right now we are in the midst of more great developments—in the fields of plastics, air conditioning, and electronics.

Incidentally, speaking of electronics, the typical airplane of World War II had a comparatively simple electronic set-up—little more than a radio transmitter and receiver. The typical airplane of today has an infinitely more complex electronic system which it must house to carry out its tactical mission. And the F-102—the airplane recently developed by Convair in San Diego—is, I believe, the first airplane ever actually built *around* an electronic system.

While past and present developments are certainly remarkable, the future holds even greater promise. Philip D. Reed, Chairman of the General Electric Company, recently pointed up some new products which advanced scientific research has made possible.

Among these new products are: A television screen, connected by a small wire to the receiver, which can be hung like a picture on your wall and moved from place to place. Also, Mr. Reed envisions luminous walls and ceilings, making electric lighting of the conventional type unnecessary. Another item within the realm of possibility is a cordless electric clock controlled by short-wave from Arlington National Observatory. And finally Mr. Reed speaks of devices which will be able to thaw and cook frozen foods in a matter of seconds.

MEETING THE GROWING CHALLENGE

The industrial developments of today and tomorrow, like the developments of yesterday, require new technicians to plan, to supervise, to build, to tear down, to service, to repair, to inspect, and to do a thousand other things. And, as I have pointed out, in our fast-expanding industrial age, a greater number of these new technicians will be needed than ever before.

This is what I call the growing challenge – the growing need for more and more technicians to keep our economy moving ahead. And this is a challenge, not only to the businessman, but to the educator, and to youth.

Meeting the challenge successfully means a healthy economy with a

25 years of our greatest industrial development demand industry-education cooperation, says Sproule. And, the key is in—

Good Communications

higher standard of living for all. It means a nation, which can depend on its trained, skilled, up-to-date technicians in times of stress.

How well we meet this challenge depends a great deal on the two-year terminal programs of the junior college and on our vocational schools. Some junior colleges put considerable emphasis on academic, pre-professional training. There is certainly, I feel, adequate justification for this kind of training in preparation for careers in medicine, law, engineering, and other professions. I do wish to point out, however, that opportunities for the *greatest* number of young people lie in the sub-professional technical specialties – those specialties most needed in our business and industrial community.

"....opportunities for the greatest number of young people lie in the sub-professional technical specialties—those specialties most needed in our business and industrial community"

And it is my feeling that the two-year terminal junior college or vocational program leading to an occupational objective, clearly offers the most effective means of training these people.

KEEPING GOOD COMMUNICATIONS

It seems to me that the success of any technical training program depends heavily on how good the communications are between industry and the vocational schools.

Good communications mean that our businessmen keep our educators informed of the latest developments in business and industry. Through good communications, our educators are able to exhibit an awareness and sensitivity to the trends in industry. We can insure good communications between industry and the schools by a number of different means. Let's explore them momentarily. First, let us look at co-op plans. A number of colleges—notably Antioch of Ohio, the University of Cincinnati, and Northeastern of Boston, to name but a few—have such plans, whereby students spend about half of their college careers in class, and the other half working at the kinds of jobs they will eventually fill upon graduation. All of the cooperative programs in vocational education operate on the same basis.

Obviously, such plans necessitate close cooperation and communication between the educational institutions and the cooperating industrial firms. To be successful, the co-op plan *must* have the full sympathy, understanding, and cooperation of the business or industry in which it is operated.

Another way in which we can insure good communications between industry and the schools is through the teachers' institute where business and industrial people are invited to discuss and demonstrate the latest developments in their fields to teachers. Such institutes can be of immeasurable value in keeping many of our teachers posted on key developments in business and industry.

Yet another method by which good communications between the schools and industry can be insured through summer employment plans, where teachers are employed by business and industry in jobs connected with their specific fields. I would hope that employment plans like this might offer the participating teachers academic credit during their summer employment, comparable to the credit they would receive in required university summer courses.

At Hughes, we are in our second year of a teachers' summer employment program, and last summer we were prepared to offer employment opportunities to approximately 50 teachers. This employment was in the teachers' specific fields.

To give you a brief idea of how this plan worked last summer, one of the participants we had was a teacher in the field of electronics. After going through the usual employment procedure, he was assigned to our Electronics Department where he was given the job of testing out electronic systems. Here he had a first-hand opportunity to see practical applications developed from theory.

From the reports received from this teacher, as well as the reports of others following their terms of summer employment, we have felt more than justified in making our summer employment plan available again this year to more vocational high school, junior college, and university instructors in the area.

THE ADVISORY COMMITTEE

Another method of improving communications between the schools and industry is through the advisory committee, composed of representatives from business, industry, and labor. A most outstanding example of such a committee can be found at Los Angeles Trade-Technical Junior College.

I have had an opportunity of observing, recently, the workings of an advisory committee which was established to consider local training needs. This committee developed a training program for new types of technicians, needed because of the newest industrial developments.

In this program, over the past 3 years, there have been more than 3200 course completions by employees of the Hughes Aircraft Company. The first graduate of this program at Hughes to receive his Associate of Arts degree, was a man 40 years of age, who was immediately promoted to a more important job in his field of study. Of those Hughes employees who have completed three or more courses, 72 per cent have advanced in their job classifications. This, I am sure you will agree, is an outstanding record.

I know that other companies—like Hughes—are extremely proud of the contribution this program has made to their operations and to their employees.

The program which has evolved from this work might well serve as a pattern for others in industry and education to follow. This, to my way of thinking, is an excellent example of the way we, as a nation, can meet the growing challenge in a world of advancing science.

More abou th '54 AVA on

R. D. Anderson, AVA Vice President for Agric. Educ., S. F. Peterson, NVATA President for '55 and AVA Past President Mark Nichols at an ag divisional meeting in San Francisco.

The Delta Division exhibit and interested convention delegates.

Above, Robert Kozelka, Ill., second from left, listens attentively at a business educ. meeting. Left, George Morgenroth (far l.) and L. E. Wass (r.) present charters for National Council of Local Administrators. Below, masthead of the Ford exhibit.

...bou the ...A Convention

AVA Pres. Cecil Stanley (Neb.) presents Life Membership to his State Director, G. F. Liebendorfer at AVA Awards Session on last day of San Francisco Convention.

Above, Harry Thomas, Louisiana State Supervisor, DE, speaks. Below, Roy Simpson, Calif. State Superintendent, Public Instruction, and State Directors of VE Wesley P. Smith, Calif.; George I. Martin, Georgia.

Plumbing and Pipe Trades Craft Session, l. to r.: Wallace Theilmann, Calif. State Sp. Supv., T & I.; Dan MacDonald, Sec., Calif. Pipe Trades Ass'n.; and Norman F. Piron, Robert A. Camp, both UA National Apprenticeship Coordinators. Present but not shown: Joseph P. Corcoran, UA National Apprenticeship Coordinator and Fred A. Schmitz, NAPC rep., and Chairman, National Joint Apprenticeship Committee for the Plumbing Industry.

Plumbing and Pipe Trades Craft Session

One of the several sectional craft apprenticeship sessions held at the AVA convention was conducted by the Plumbing and Pipe Trades. The national headquarters staff of the United Association of Journeymen and Apprenctices of the Plumbing and Pipe Fitting Industry sent its 4 apprentice coordinators together with an outstanding display of multi-color pipe fitting apprentice training charts and teacher training aids . . . largely the result of the work of Joseph P. Corcoran. The US plumbing apprenticeship related instruction textbooks, instructor guide, and lesson plans were also explained and displayed. They are used extensively by instructors for local unions, JAC's and in the vo-ed program for apprentices in these trades. UA was also represented by Norman F. Piron, Joseph F. Philipps, and Robert A. Camp, all UA Nat'l Plumbing Apprenticeship Coordinators. Fred A. Schmitz, Redwood, Calif., employee representative and Chairman, Nat'l Joint Apprenticeship Comm., for the Plumbing Industry, and Dan MacDonald, Sec., Calif. Pipe Trades Association, also participated in the meeting.

In Rehab Placement—

IS IT THE JOB OR THE MAN?

ULTIMATELY AND ESSENTIALLY, job counseling leads to the training and placement of the right man on the right job, at the right time and in the right place, in a job situation in which the man can achieve maximum occupational adjustment. As an alternate objective, job counseling should observe, wherever possible, the conservation of available manpower within an organization, as well as expediting the training of new employees. If this type of counseling is to be really thorough, it necessarily will consider these two basic factors.

In the first place, the organization will receive the advantages of a man's previous occupational skills at the earliest possible moment, and not be required to train him for duties for which he has already been trained and is readily available. Secondly, a man may be placed where he may be able to do the work for which he is best fitted, and in which he is most interested, avoiding waste of training such a man has already acquired. A new employee should be assigned to a duty within the organization where his services can be utilized to the best advantage, without hampering the work of the entire organization or the training of men "on the job."

The initial assignment of a man to a job should be made accurately in order to minimize the necessity for subsequent re-assignment. Further, men having special skills and talents should be placed on appropriate types of work. Above all, a man should be initially assigned or subsequently re-assigned or transferred to a job in which he can be of most value to the organization as well as to himself. Correct placement of a man on a job materially contributes to the morale of the entire organization, since the placement of a man in duties for which he is qualified lessens discouragement and the feeling of futility evident when assigned duties are either beyond or below the man's capabilities.

By Thomas A. Routh
Vocational Counselor
Florida Council for the Blind

If the counselor cannot definitely arrive at the conclusion that the man matches the job, and the job the man, then the proposed job is certainly not suitable for the individual. Moreover, the counselor should realize that various jobs require various skills. Some jobs require more intelligence than others; some jobs require a great deal of mechanical skill and manual dexterity. We must, then, not only realize the purpose we have in seeking a job for a man, but we must match the man to the job more often than the job to the man.

Aptitudes and capacities, of course will vary from person to person. In view of this, we should beware of the tendency to label arbitrarily all potentially employable people and try to place them into one or two main occupational groupings. Every clerk-typist, for example, is not a born secretary. A corollary of this would be that if we had the chance of placing a man in industry, that we refrain from making him either a drill press or a punch press operator. Caution must be observed, then, lest we fall into a rut and

BASIC FACTORS IN VOCATIONAL DIAGNOSIS AND JOB ANALYSIS

I. *Health and Physical Status*
  A. Physical make-up of
    1. Job)
    2. Man) —Do They Match?
  B. Bodily dexterities and coordinations (hand-foot-finger; combination of these
    1. Acquired by man)
    2. Required by job — Do they Match?

II. *Intelligence*
  A. Background necessary for work in terms of
    1. General IQ
    2. Special IQ

III. *Educational Background and Achievements*
  A. Background necessary for work in terms of
    1. General education
    2. Special education (vocational)

IV. *Vocational Aptitudes and Interests*
  A. Available aptitudes and capacities
  B. Vocational assets
  C. Vocational interests
    1. Expressed
    2. Demonstrated
  E. Strength of interest
  F. Duration of interest
  G. Background necessary for work in interest
  H. Special aptitudes and capacities required by job
  I. Determination of mechanical aptitude

V. *Employment Experience and Opportunities*
  A. Determination of the general occupational background
  B. Area of specialization within the field
  C. Job title to be given exactly; to be in accord with DOT classification
  D. Accurate, complete, specific description of requirements of job and nature of duties performed
  E. Background necessary for work in terms of
    1. Training
    2. Experience
    3. Rate of pay
      a. Starting
      b. Ending
    4. Length of job
    5. Recency of job experience
    6. Degree of skill
      a. Required by job)
      b. Acquired by man)—Do They Match?
    7. Degree of responsibility held by man
    8. Special types of work experience
    9. Is job feasible, logical, practical, fairly permanent?
    10. Does job pay minimum living wage?
    11. Is there chance for advancement on job?
    12. Will job help man secure maximum occupational maturity, contentment and adjustment?

VI. *Personal and Social Adjustment*
  1. Does client have it
  2. Does job require it? (how much?)
  3. Background necessary for work in terms of
    a. Emotional stability
    b. Dependability
    c. Cooperation
  4. The personality of the individual
  5. The social life of the individual
  6. The avocational background of the individual
    a. Hobbies
    b. Interests
    c. Recreational pursuits
    d. Leisure time activities

VII. *The Adjustment of the Individual*
  1. Sure of self?
  2. Unduly afraid?
  3. Sincere of purpose?
  4. Desirous of financially independence?
  5. Anxious to do for self?
  6. Anxious to have done for him?

VIII. *Mental Attitude and Temperament as It Would Affect Work or Job Within an Organization*

place all people with the same general interest pattern into the so-called "traditional" jobs usually associated with this particular interest pattern. We must never feel, however, that a reasonable chance should not be taken on a job or in a new vocational field, simply because it was not tried before.

For that person who deems it necessary to seek job counseling, we should help select a suitable, feasible, practical and logical job objective which can be performed by the individual, or for which he can be readily and reasonably trained, so that the individual concerned can enjoy an adequate, decent livelihood from his efforts. If we are going to train and place a man on a job, we must see to it that he can make a good living. If we have to get him 3 or 4 jobs which he must pursue concurrently in order to make a living, then job counseling leaves very much to be desired. In the past, job counseling has too often been a hodge-podge of shoddy thinking on the part of those responsible for the vocational guidance of others. We have far too often witnessed a man with tremendous vocational potential relegated to an inferior type of job simply because this type of job has traditionally been associated with the man's interest pattern. These patterns as revealed by tests are most revealing, but are not necessarily the final answer. Thus, in the final analysis, it is not so much that the man will find the job hard to do, but rather hard to obtain. This then, is the practical aspect of job counseling. We must not only counsel with the man, but the test of our counseling comes when we can intelligently help the man to steer himself to the job of his choice. And in this regard, it might be wise if we used a little more practical wisdom and less of the theorizing of the textbooks. We are not concerned so much with "what can the man do," as we are with "where is the job available that the man can do."

The opposite form has been designed and effectively used in working with potentially employable people in order to give a comprehensive evaluation, an employment estimate of an individual's potential of all factors which the counselor must know if he is to help a man place himself in gainful employment.

WHO HASN'T DREAMED of a time machine, of travelling back to see the world in time of Christ, or forward to see the mail rocket off to Mars? The time machine exists, and the United States is exerting a tremendous effort to develop and perfect it, for develop it we must before its faulty action tears the world apart. The stresses set up by the present dislocation of the time fields are obvious, for with the dawn of the Atomic Age the possibility of destroying the world is imminent.

From Christ's time to the beginning of the Atomic Age is not an easy journey to make. It is like speeding up a motion picture projector so that a 19-hour and 45-minute movie may be seen in 3 or 4 hours. There is much that's bound to be missed and many wrong impressions gained. In nearly every underdeveloped country of the world we have Americans working with the peoples, helping them to make the transition in time as rapidly as possible.

"We cannot buy the minds of men"

How would you go about it if you were to work with the peoples in the Middle East? The problem would become even more appalling when you looked about you and saw the unused Roman aqueduct which could have been maintained to great advantage by the people. You would see the ruins of radiant-heated Roman baths, sections of Roman roads that are still usable today, sanitary toilets, sewer systems, beautiful temples, civic buildings, theaters and sports arenas. What happened, what is the thing that is missing which has prevented these people from copying, maintaining and using that which was good and which would have improved their own lot in life? Why weren't these and other basic improvements copied, maintained and used? Conquest, famine and disease are certainly a part of the answer. You as a technician working with these people would often wonder what is the catalyst which will make these neighbors of ours adopt, use and maintain improvements in agriculture, transportation, health and education.

Past improvements were imposed by conquerors and built with slave labor or were given as a largesse from a ruler to his subject people. The people themselves had no real part or cooperative interest in the improvements. The American technician in the field is well aware of this, and knows that if he imposes what he thinks is good upon his neighbor it won't last. He knows too that giving these people something beyond their ability to support, maintain and operate is equally foolish. The guiding principle of all the technical cooperation programs is aided-self-help. Nothing will remain unless the country participates of its own free will and accord and its people invest their time, effort and money in the projects, too.

Communism now directs a major portion of its drive toward the underdeveloped countries. Today these countries are at the crossroads. They realize they must modernize, but the question is, how? By taking the Communist path, or by modernizing with Western aid and friendship? Their choice will probably determine whether Communist totalitarianism or the democratic way of life eventually acquires throughout the world a preponderance of economic, political and military power. The choices made by Asian, Middle Eastern and African countries will in great measure determine our own security and the course of world civilization.

From the Address of Dr. Kenneth C. Ray, Chief, Education Division, Foreign Operations Administration, at the AVA Convention, San Francisco, Calif., Dec. 4, 1954

The present efforts of Asia, the Middle East and Africa to develop and go forward with Western cooperation must succeed. To transfer only our vocational techniques and industrial skills is to create new strengths and power, but with no guarantee of creating a world situation which will permit us to live in peace and freedom. Your friends, your colleagues working in the underdeveloped countries of the world are concerned not only with the transfer of new skills, but in helping to gradually evolve a world situation in which the United States' and the free world's contribution to such human values as freedom, justice, individual dignity, and material welfare are preserved and combined with the cultural heritages of non-Western peoples.

We Americans want to see the growth of democracy along with economic growth in underdeveloped areas. I mean by democracy responsible participation of ordinary citizens in decisions affecting them, and assurances of individual rights and opportunities. The modern economic industrial growth and development of England, France, the United States and some other countries was accompanied by democracy in this sense. Russia's economic and industrial growth was not accompanied by democratic growth. There, a revolution against the despotism of an old regime was captured by a fantically dedicated Communist group which pursued a vigorous program of economic development, but with the power of the State rather than popular welfare emerging as the dominant aim. The new Communist despotism, by making use of modern science, technical and industrial skills, has become more powerful and terrible than the old. Unless each one of you and your friends, who are working with us in FOA to promote the economic development of the underdeveloped countries, recognizes that vocational skills and techniques alone are not enough, we are in danger of creating a Frankenstein. It is not a question of whether we want these underdeveloped countries to modernize or not. For these underdeveloped nations intend to modernize, with or without our help. There is little doubt that many of the underdeveloped areas of the world would be in turmoil today even if the doctrine of Communism had never been promulgated. In that event, it would still be in the self-interest of the United States to promote economic development progress and political stability in these areas.

That part of the foreign aid program that we have been talking about is actually a very, very small part of the total picture. Last year the Foreign Operations Administration budget for technical assistance was only 2 per cent of the total FOA budget, the remaining 98 per cent was appropriated for economic and military aid. This part of our foreign aid program, technical cooperation, is a person-to-person, people-to-people program. When an American goes overseas under an FOA-sponsored technical cooperation program he will be working with a national who is his counterpart. The policy of our technical cooperation programs is to train those who will train others. The problems which confront the underdeveloped countries are enormous. If FOA were to try to engage directly in educating the children or adults of any country it would be like trying to bail out the ocean with a sieve. Therefore, the American technician going overseas directs his attention to training those who will train others.

One major cause of the rise of home-grown fanatics is the inability of the leaders in many of the underdeveloped countries to make good their promises of economic progress and political justice. It seems absurd for the United States to stand idly by while in the underdeveloped areas promises get bigger, the resources to get results are lacking and frustration mounts to fever pitch. You and your colleagues in the field of vocational education are doing a most important work in facilitating the modernization demanded by these people and in building up our common strength. By doing so, you are striking a telling blow for peace in the world, for understanding and for friendship between the United States, and the majority of mankind who live in the underdeveloped countries of the world.

The Japanese have a saying, "If you would profit in a year plant rice; if you would profit in 20 years plant trees; if you would profit in 100 years educate the people." Our cooperative programs of technical assistance cannot be thought of as "crash" operations; as programs which will produce specific and, perhaps, startling results within one year, two years, or perhaps even five years.

We are engaged in a struggle for the minds of men. Looking back over the past 15 years even the most optimistic U. S. citizen must concede that the Communist policy of expansion has succeeded in some areas. It should be noted, however, that Communist successes have been limited to areas contiguous to her own borders, areas in which there existed in varying degrees a political and power vacuum. Communist objectives have been successfully thwarted in Greece, Turkey, South Korea, Iran and Guatemala.

Another way of protecting our interests and of attaining our foreign policy objectives is by means of our programs of economic aid for defense, for development, and to meet emergency situations. Such aid was used, for instance, a year ago to keep Iran from going bankrupt and possibly into Communist hands. It cost us about $60 million in the summer of 1953 to keep this piece of real estate on our side of the Iron Curtain. Considering the strategic location and oil reserves of Iran, this investment of U. S. funds could be considered a good bargain. More recently such aid has been used in Bolivia, in Guatemala and is now being used in Indochina, especially in connection with the resettlement of close to half a million refugees from Communism in the north of Vietnam.

FOA administers the Mutual Defense Control Act which is concerned with trade between the Soviet and non-Soviet world. The purpose of this program is to deny to the Soviets those items or materials which would contribute substantially to their military build-up.

Let me emphasize again that money, military hardware, and new technical skills are not enough. We must stand for something. We should, perhaps, pay heed to George Washington's statement: "The Nation, which indulges towards another an habitual hatred . . . is in some degree a slave" and he asks, "Can it be that Providence has not connected the permanent felicity of a Nation with its virtue?"

We cannot buy the minds of men, but I am firmly convinced that through the Foreign Operations Administration's programs, and our programs of technical cooperation, that we can develop the understandings, and promote the economic development, which will permit the underdeveloped nations of the world to move forward in time rapidly enough to take their place in the present as true partners and friends in the world community.

A chain store executive looks at the farm problem—one of the important issues facing our nation—and finds that

SELLING IS THE ANSWER

WHERE ARE WE TODAY in the farm situation? Total farm income has not kept pace with the balance of the economy over the last 5 years. The farmer's share of the food dollar as of October 1, 1953, was 45 cents—compared to a high of 51 cents October 1, 1950, and 35 cents in 1939. He is still better off than he was in 1939, but he has been affected in recent years by some decrease in farm prices and increases in costs of food processing, packaging, transportation and distribution These increases are due principally to increased wages in every phase of the food marketing operations.

What is the supply situation? That's important because the two principal elements in any free market are supply and demand. Crop conditions have been good. Supplies are plentiful. Farm production was encouraged during the war, as a result of which production increased tremendously.

The domestic demand situation is good. With 61 million people working and receiving an all-time high wage rate, demand has to be good. With spendable income high, consumers have been eating well. Consumption per capita is at an all-time high in terms of dollars. Export demand, on the other hand, is down. Many American farm products have been priced out of world markets.

Where are we today? We are confronted with a huge inventory position—an oversupply—a production capacity in excess of demand — at least at current prices.

President Eisenhower summarized the situation in a message to Congress:

"The nation's agricultural problem is not one of general over-production: consumer demand continues at or near record high levels; the average prices of farm products that lack direct price supports have been as high in recent years as those of price-supported products.

"The problem is rather one of unbalanced farm production, resulting in specific surpluses which are unavoidable under the present rigid price supports."

Where do we want to be? The simple answer is "in balance." The American Farm Bureau Federation, The National Grange and the National Council of Farmer Cooperatives' programs call for obtaining balance between production and markets, but at the same time maintaining farm income with a minimum of restriction and control on the individual farmer. The Farm Bureau says national policies affecting farm production and markets must be coordinated to promote a realistic balance between markets and productive capacity, adding that we are now in the situation of having a greatly expanded productive plant and shrinking foreign markets.

I am sure most people will agree that a good, balanced supply and demand situation without the need for government regulations would be ideal. That is where we would like to be. As in so many instances, the ideal is difficult to attain, but at least we should strive toward that goal. Now, how do we get there?

At the moment we are witnessing a tug-of-war between those who want more controls and those who want no controls. Most of us have seen in our lifetimes that the establishment of regulations and controls usually leads to still further controls. The price support program led to acreage control. Acreage controls have not always reduced supplies. Improved farming practices on the remaining acres have frequently increased production.

The desirability of flexible price supports seems to be recognized by most of those interested in the agricultural problem. Such a program was recommended some years ago by Senator Clinton P. Anderson, when he was Secretary of Agriculture. It was important then. It is even more important now.

The President's program also calls for treatment of the farm problem crop by crop. *I believe this is a sound principle.* There is an obvious comparison that can be made at this point with the problems of industry, which has also been undergoing a period of post-war adjustment, industry by industry. Each one has had its own peculiar problems. Production of many items desired by consumers was curtailed by the war. There was a pent-up demand. So, immediately after the war, production of consumers' articles reached high levels—too high in many cases. Cotton was one of the first requiring readjustment. Household appliance industries of various kinds are confronted with similar difficulties brought on by high production and lower demand. But all of these adjustments have not come at the same time, nor are they all alike in severity. Similarly, farm production problems should be tackled product by product.

Since our biggest immediate worry is overproduction of certain commodities, the answer then seems to lie in the development of markets. Production capacity is available. Can greater markets be found—or must production be curtailed? Our population is soaring to new highs. Statisticians assure us that in a very few years our present supplies will be inadequate—we will have to *increase* production over present levels simply to keep step with our population. But that is in the future. Meanwhile, we have a serious immediate problem. What shall we do with the surpluses hanging over the market right now?

All current recommendations ask for special attention to developing new markets—especially foreign mar-

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From the address by Joseph B. Hall, President The Kroger Co., Cincinnati, Ohio before the Women's Advertising Club of Washington, D. C.

kets. Development of foreign markets deserves our best efforts, since any increase in demand will help reduce the size of the problem.

The major, long-run solution, however, must come from within our own country.

In my opinion, selling is the ultimate answer. I recognize that the solution is not as simple as the statement. There are many complications. Farm organization leaders are quite familiar with these complications, since they have been working with us in the food chains for several years to move products that are in heavy supply. This is farmer-retailer cooperation to do a job on a business basis. Let us take a recent example of an oversupply situation which was relieved by selling our way out of it—the beef problem.

Our country was confronted with an all-time high in cattle population. Why? Income levels had risen. People were eating better, and to most that meant eating more beef. So, with increased demand, prices went up and more beef cattle were produced. After a time the demand was satisfied, at least at the then current price levels, but production continued, since it requires nine months to produce a calf. As a natural result a condition of oversupply developed.

There was some demand for price supports, which would probably have resulted in ever higher production, since price would have been guaranteed. But the majority of the cattlemen asked only for marketing, merchandising and advertising support, not government price supports. True, the government did buy some lower-grade cattle to relieve the situation. But the major solution resulted from the concentrated merchandising and advertising emphasis of the retailers. The chain food industry featured all beef cuts. The program and its results are illustrated by the ads shown in the rear of the room and summarized in the booklet prepared by the National Association of Food Chains, titled, *The Retailer's Report on America's Beef Problem.* Some 7,024 stores increased their beef sales 51 percent, calf sales 132 percent and veal sales 49 percent. Per capita consumption of beef increased from 61 pounds to 75 pounds in 1953. Price had some effect, since reduction in the price of beef cattle resulted in lower prices at the retail level. This, coupled with aggressive promotion, resulted in the rather spectacular sales increases, which helped to relieve the surplus supply condition.

In short, beef is righting itself. There were no government supports on beef. When the supply became large, it eventually became unprofitable to feed cattle. The price dropped and the cost of feed was increasing. The situation was accentuated by drought. Producers, therefore, began liquidating their beef herds. Beef consumption, made more attractive by lower prices and aided by advertising and promotion, went up. This is a *natural* adjustment.

"Aggressive selling of ideas and products has helped America to grow great"

If the government had maintained rigid supports on beef, marketing of beef cattle *would not* have remained high, prices *would have* remained high, and consumption would *not* have increased. Producers withholding cattle from slaughter in hopes of still higher prices would have further aggravated the situation.

We advertised and sold our way out of the beef crisis. This was not the first time we had done so. In 1936 the first "Nationwide Beef Sale" was organized under conditions comparable to 1953. Increases in sales of beef by food chains in August, 1936 were 34.7 percent above those of August, 1953. *Again, advertising and selling solved the problem.*

Nearly 300 promotional campaigns of this type have been developed and coordinated by American retailers at the request of producers. Among the most notable promotions of the past was that of grapefruit in 1937. As a result, sales increased up to 285 percent. This helped to establish a nation-wide market for Florida grapefruit.

We have sold our way out of the beef problem, the broiler problem, and many similar problems. Isn't it possible that we can sell our way out of some of the other farm problems with which we are confronted?

On the other hand, let us look at butter. We have already seen how much butter the government has bought or committed itself to buy under the price support program—a large supply. What is the sales picture?

The American people, per capita, are consuming less than half as much butter as they ate before World War II. They are eating three times as much margarine as they did during the same period.

Butter at 3 to 4 times the price of margarine will not recapture the spread market. Butter is a good example of the harm rigid price controls can do to an industry. Beef provides a good example of what a sound price program and aggressive merchandising and advertising will accomplish.

What happens in industry under similar conditions? Take television as an example. Inventory at the end of 1953 was exceptionally high. Production capacity was in excess of deman. So prices were slashed as much as $200 on some models. Sets were sold below production costs, in a situation which in many ways parallels the farm problem. But there were no price supports for the television producers.

Therefore, television production schedules are now being established in terms of a lower demand. Aggressive advertising and merchandising programs have been developed to move the surplus. The most recent reports indicate that the measures taken seem to have been effective. Refrigerators, stoves, washing machines and other household appliances are confronted with the same situation—and without price supports. Again, advertising and merchandising programs have been developed to sell them.

All of this would seem to support the recommendations of the President. Price supports should be flexible. They should be established at levels determined by the circumstances involved in each group. They should be adjusted from time to time as marketing support enables them to be lowered.. Emphasis should be made on selling the surpluses to the consumers, and not the government.

Through the years aggressive selling of ideas and products has helped America to grow great. In my opinion, intelligent advertising and sales effort will go a long way toward selling us out of the farm problem.

REQUIRED READING FOR ALL DISTRIBUTIVE EDUCATORS

Naturally

HOMEMAKING IS FOR TV ! !

By Marian Harst
Special Assistant,
Vocational Home Economics,
Oklahoma State Department of Education

Television producers want programs with action, attractiveness, and audience appeal. Homemaking programs, such as a Future Homemaker style show with pretty student models, fill the bill.

TELEVISION IS A "NATURAL" for homemaking education. For years we have been making an effort to improve home and family life. Now comes television, with the possibility of multiplying our contacts with adults and all family members. Although we work with very large television audiences, we can still maintain that close and informal relationship usually found only in small groups. Homemakers can stay right at home, without worrying about baby sitting problems, or taking the time to attend a more formal adult class.

From the standpoint of television production, homemaking is again a "natural" for this means of communication. Producers and program directors want programs with action and motion, and they want attractiveness and audience appeal. Again homemaking fills the need. Most daytime audiences are composed largely of homemakers—homemakers who want to know how to do a better job. We can help them achieve a more satisfactory home life, and we can provide attractive subjects and action, too.

So television has become a challenge to homemaking teachers, as more and more opportunities are provided for participation. Information and skills are needed to put on a program which will not appear amateurish, and which will be entertaining and interesting, as well as instructional.

In Oklahoma, we are participating in regular television programs for the third successive year. At the present time, we are taking part in three programs a month on two of the state's largest stations. Two are homemaking programs, and the third is a farm program. Each program is a learning experience for those who take part, for the studio staff and for those who plan. Each program must be "tailored" to fit the requirements of the studio and the viewing audience. "Canned" programs or scripts rarely work out.

As a result of television experience, we have produced a bulletin containing suggestions for making television appearance. It is titled "So You're Going to Be on Television." A television evaluation sheet is being filled out, with comments and suggestions on each program. We make a summary from these sheets at the end of the year. It helps in planning programs for the next year.

In selecting subjects for television programs, it is a good idea to select something you yourself would enjoy, if you were at home. It should appeal to the type of audience according to the time of day, and day of the week. Subjects which are too technical for the average homemaker should be avoided. It is wise to limit the subject. Short, complete demonstrations are better than long ones which involve a number of processes. Some subjects which have been used on Oklahoma stations are these:

Accessories for Teen Agers
Making a child's blouse from a man's shirt
Making sock dolls
Making decorative collars
How to buy shirts (Put on by boys' homemaking class)
Buying sheets
Future Homemaker Style Show for Spring
Toys for children
Short cuts in sewing
Outdoor meals
New textiles and fabrics
Copper tooling
Making tailored belts
Apron style show
Christmas tablecloths from sheets
Table service for Christmas dinner
Purses and belts from suede leather
Articles from Terry Towels
Breakfasts for all ages
Have a family night in your home

Those taking part in programs in Oklahoma are asked to send in an outline script (rather than a word for word script) two weeks before the scheduled broadcast. With the script, they also send in names of those who will be on the program,

a list of equipment, supplies, or properties needed, and a list of questions those taking part will be prepared to answer.

If students are to be on the program, teachers are advised to select those who are personally attractive and well groomed, and capable of making a poised appearance without too much stage fright. The teacher should see that everyone on the program is well informed about Vocational Homemaking and Future Homemakers. The number on the program should ordinarily be limited to three or four.

Tailored dresses or suits, or school clothing of becoming style and fit are suggested as appropriate to wear when appearing on television. Participants should avoid wearing either white or black, very light pastels, navy or other dark colors. Medium tones are best. Usually, plain colors are preferable. However, small prints or checks may work out all right.

In taking part in any action in front of the camera, keep in mind the limited range of the camera. Only one activity should take place at a time, and the person before the camera should avoid walking quickly from one place to another without warning. The demonstrator should arrange for an unobstructed view of what she is doing, and should work toward the camera and away from herself. Give camera men time for close-ups. High standards of demonstration should be observed. Everything is magnified on television. Work surfaces should be kept clean and neat, and unnecessary noise and clatter should be avoided.

One of the advantages of television is the opportunity to make the program informal. Many national television stars strive for this informal feeling. They identify themselves closely with the viewer, and talk with him just as one might visit with any neighbor who has dropped in for a chat. The secret of a successful performance is to be informal and natural, and to talk in a conversational tone. Although rehearsals are necessary, very effort should be made to avoid sounding rehearsed or as if the script had been memorized. Plans should be made for something to say during times when the demonstrator is sewing, or stirring, or doing anything that takes time. Such operations should be shortened as much as possible, but this time can be very well used to repeat detailed instructions for emphasis, or to bring additional information or suggestions into the script.

Illustrative material has an important place in television. Posters and materials should be mounted on a non-glossy background of medium tone or color. Avoid white, if possible. Care should be taken not to use articles which reflect too much light. When holding any object or illustration, hold it from the back. If it is necessary to move or turn it, move it slowly. When pointing toward something, point slowly, and hold it long enough for the cameras to follow you. Any illustrative material used should tell a definite story, and should be clear enough to almost explain itself. Pictures, preferably of a dull finish, may be used for illustrations. They should be mounted on non-glossy cardboard of medium color or tone.

In Oklahoma, we have one station broadcasting local programs in color, and a number of our homemaking students, adults and teachers have made appearances on color broadcasts. Color broadcasts involve special problems and require close cooperation with the studio for best results. The total picture in color must be considered, that is, the color of the clothing, the objects being used, as well as the background.

Colors of medium tone are best. Medium blues, greens, rusts, gold, toast and aqua all give good results. Avoid large areas of white or black, very light pastels, navy and other very dark colors. Keep the contrasting color range low. Avoid extreme contrasts of light and dark. And again, as in black and white television, objects which reflect too much light should be avoided.

Working with television is a constant experience in growth. Although programs have improved, much more improvement is possible.

Following are some suggestions for television program planners:

Make television contacts a continuous experience in good public relations.

Have as near a definite understanding as possible as to the actual time on the air. It is well to provide more material than you expect to use, but be sure to have enough.

If possible, work with camera man and technicians on particular effects or desired close-ups. They can do better if they understand the problem.

Study professional homemaking programs whenever you have the opportunity to do so.

To check on audience appeal, occasionally offer mimeographed instructions or patterns for making a specific article to those who will write in for them.

Limit the number of people to take part to 3 or 4, and plan the program for specific and short demonstrations.

Keep a record of programs and suggestions for improvement.

Oklahoma homemaking teachers and students have been participating in regular television programs for three years. They select subjects which they would enjoy, if at home watching TV, and give short, complete demonstrations of subjects, like baking a chocolate pie, which helps homemakers do a better job of managing the household.

"WE SHALL WITH OUR FRIENDS, *develop and maintain the spiritual, economic and military strength necessary to pursue these purposes effectively.*"—PRESIDENT EISENHOWER and SIR WINSTON CHURCHILL, June 29, 1954.

These dynamic words issued jointly by two of the greatest living statesmen are a challenge to American education. With our forefathers these leaders have linked anew the values of freedom and the enrichment of the human spirit. Our schools have launched a vital and continuing program to help our youth "develop and maintain" this linkage amid the confusion and dangers in a divided world. Our fitness to survive the godless hypocrisy and irreligious propaganda sweeping the world depends on a vigorous affirmation of moral and spiritual values and a renewed devotion to our American heritage. History is littered with the wreckage of empires which sought to meet the crises of their times by physical means alone.

Democracy is based on moral law and a deep spiritual conviction. Our forebears had too little of many things, but their moral stamina and spiritual enrichment were in large supply. Their convictions put meaning into history,—the dignity of each personality, the fraternity of the human family and the Fatherhood of God. They conceived their "inalienable rights" as coming from God, and those who enjoyed them were responsible to Him who gave them. As we strive to state what we stand *for* now, let us know and teach the heritage that we stand *on*. Let us teach active enthusiasm for a cause by helping students dedicate their lives to values greater than themselves—values which undergird the eternal resources of the universe.

A *value* is whatever satisfies a worthy human need or want. A *moral value* embodies the knowledge of and the ability to decide what one ought to do, plus the will power to do it. A *spiritual value* exemplifies the righteousness, justice, goodness and truth as set by God's will as the basis and sanction of moral behavior. Each person has a value-pattern which guides and regulates his life. When acting he decides reflectively or unconsciously whether or not his behavior will help or retard the realization of these values. Total values yield character, and character is the most dependable assurance of worthy future conduct. When pupils go beyond the knowledge and skills of their work and

". . . he who works with his hands, his brain and his heart, he is an artist."

strive for right attitudes and the deeper meanings of their studies they will grow in self-esteem, respect for excellence, devotion to truth, comradeship, and reverence for life and its opportunities.

What each devoted teacher hopes for is that each student will retain some ideas and values that come from his own creative reasoning and steadfast feelings. If values develop naturally from class, shop and field experiences as an inevitable corollary emerging from facts, events and decisions, they will become the genuine outcomes of reflective study. Moralizing about a fact will surely be ineffective. Striving for wholesome and friendly relationships with others yields values that play a vital role in citizenship and in one's vocation. It is well known that when people fail in employment, they do so chiefly because of their inability to get along with others.

Judge Learned Hand told a recent conference of leaders in education: "We must be devoted to an open mind and to a brave reliance upon free discussion. We must not yield a foot on demanding a fair field and an honest race to all ideas." Our forebears whose heirs we are, risked and pledged "their lives, their fortunes and their sacred honor," that these values might live.

Vocational and practical arts subjects and activities are replete with value-learning opportunities. Studies in science, for example, develop honest dealing with facts, respect for truth and reverence for the Creator as one contemplates the law and order in the universe, the vastness of space, the minuteness of the atom with its more than 20 smaller particles and the interdependence of all living things. Scientists have supreme faith in an idea which becomes a reality when evidence is available to justify their belief.

Teachers can help pupils, as Thomas Huxley suggests, exhibit the true scientific spirit by sitting down before the facts of a problem, as a little child willing to look at the whole of life and to give up preconceived ideas. Mathematics creates a sense of deep humility and teaches the value and sanctity of truth.

Scholars now believe that the significant factor in the universe is not physical at all, but a mathematical formula. It took Mind to create such a formula. The arts inculcate an appreciation of the aesthetic values and inspire the human mind and spirit. Creative work well done yields satisfactions rarely exceeded in a lifetime of experience. Pride of craftsmanship is a unique source of enduring values. Few thrills surpass the feeling of competence and the zeal for productive and competitive work in a free country.

An infantry lieutenant was severely wounded in World War II and after hospitalization was employed in a highly secret enterprise in which he took advantage of his technical skill from civilian employment. In the confusion of values of our time, it was heartening to hear him say:

"He who works with his hands is a laborer, he who works with his hands and his brain is a craftsman, but he who works with his hands, his brain and his heart, he is an artist. The artist in all phases of creative talent has power that is not so much *in* him as *through* him. He affirms the deeper meanings and values of life through his steadfast feelings and his own knowledge and skill to create the good, the true and the beautiful. George Eliot in a dynamic stanza caught the full meaning of this spiritual value in the craftsmanship of the great Stradivari, as he is interpreted as saying:

"When any master holds
Twixt chin and hand a violin of mine
He will be glad that Stradivari lived,
Made violins and made them of the best.
. . . For while God gives them skill
I give them instruments to play upon,
God chooses me to help Him."

By Dr. Arthur K. Getman

Editor's Note: Dr. Getman retired from his duties as New York State Assistant Commissioner for Vocational Education in 1952 after 41 years in public education. Currently he serves as Consultant to the New York State Board of Regents in Moral and Spiritual Education. An active AVA member since the beginning of his career, he has served as an AVA Vice President (1930-36) and AVA President (1937). He was also Chairman of the AVA Committee on Research and Publications from 1938-1944.

What do You Want AVA?

Your opportunity to speak

WHAT DO YOU want your professional organization, the American Vocational Association, to do for you? How can it better serve you and vocational education? For some time, vocational educators have recognized that our association must play a bigger part in the development of a sound program of professional growth and development.

Demands for services have already increased to the point that the association cannot meet all of them. To help with a heavy program of work, an assistant to the executive secretary was employed during the past year. But, the association is forced to continue to rely on voluntary donations in order to meet very close budgets. An organization as large and as important as ours cannot continue to operate effectively under conditions such as these.

On the recommendation of the AVA Advisory Council, the AVA Executive Committee has established a committee to study the present and future functions of the association. The committee consists of Bonard S. Wilson, representing agriculture; John R. Waldeck, distributive education; Glen L. Weaver, guidance; George M. DaVall, business education; Lela A. Tomlinson, homemaking; and James R. D. Eddy, trades and industries, Chairman.

The format of the study

The committee is making a survey of the membership to obtain an evaluation of current services and functions. The survey will also determine what additional opportunities may exist for the effective, further promotion of vocational and practical arts education. Questionnaires will be sent to every 10th member in each field of service.

It is very important for each member who receives a questionnaire to give it immediate attention and return it to the AVA Washington office promptly. In a random system of sampling such as this a true picture of your needs will depend largely on a good response.

A comprehensive picture of the major services offered by your association was presented in the October, 1954 AMERICAN VOCATIONAL JOURNAL, page 18.

AVA services might be classified under these general categories: Professional and Public Relations; Research and Study; Annual Conventions; Publications; American Vocational Journal; Legislative Representation. There are others, too.

So far, so good, but where do we go from here

Some suggestions already offered to the Needs and Services Committee are: send official AVA representatives to all state association meetings to strengthen the ties between national and state groups; obtain funds so that copies of AVA publications can be sent to all members (the publications are excellent but they can't help the teacher unless he has them at first hand); provide enough funds for committee travel so that members can meet in person instead of conducting their work by mail; make the JOURNAL bigger and better (they didn't say how).

Every AVA member is urged to evaluate the past; look together to the future

The committee invites all members of the AVA to send their suggestions to:

Needs and Services Committee
American Vocational Association
1010 Vermont Ave., N. W.,
Washington 5, D. C.

Tell us what you want, AVA. Tell us if you think any of the current AVA services are not important. Which areas need expansion? What new areas should be explored?

This is your chance to help your association do a better job for YOU! Give us your ideas.

By James R. D. Eddy
Chairman,
Needs and Services Committee

More '54 Convention News

AVA HONORS J. WARREN SMITH

J. Warren Smith, North Carolina State Director of Vocational Education and 1954 President of the National Association of State Directors of Vocational Education was honored by the American Vocational Association at the 1954 AVA Convention in San Francisco for "outstanding service to vocational and practical arts education in the U. S."

Dr. Smith, together with vocational leaders J. B. Perky, M. Norcross Stratton, and O. D. Adams will, at a later date, receive hand-etched certificates from AVA in tribute for their distinguished contributions to the program.

Congressman Daniel Reed, N. Y., will receive a citation as a person not actively engaged in vocational education who has offered important, consistent support for it.

The JOURNAL regrets its failure to report Dr. Smith's honor in the January, 1955 issue.

* * *

Special convention feature in 1954 was the presentation of certificates to persons who have served as members of the AVA Executive Committee, since the Association's founding in 1925. Many vocational leaders were honored for their contributions to AVA and to the nation's program of vocational and practical arts education through their Executive Committee service.

* * *

The first planning meeting for the 1955 AVA Convention in Atlantic City, N. J., has already convened. Committees will soon launch their work. Watch your JOURNALS for further announcements and plan now to attend!

Guest Editorials

(Continued from page 2)

they might have the very best program that our State can provide for our children. Vocational education comprises a most important and, at the same time, integral part of our overall public school program. The people of Mississippi point with pride to the development of a sound, effective program of vocational education that has brought and is bringing to thousands of our youth those experiences that give them all practical benefits of an education.

I have said repeatedly that every boy and girl of educable age in our State is entitled to the opportunities offered through vocational education. I have seen these benefits given to an increasing number and look forward to the day that all may have them. I have been delighted in the splendid work that has been done through the FFA, FHA, and similar organizations of students in vocational education, as well as in the expansion of a camping program for these young people, all of which tend toward emphasizing the spiritual values as well as educational values of this important phase of education.

It is not only a privilege for me to pay tribute to all of those directly engaged in Mississippi in teaching and in studying in the areas of vocational education, but at the same time to extend appreciation to the American Vocational Association for the inspiration that it has given in the development of this practical concept of education and in stimulating the ever increasing benefits offered through vocational education. Mississippians join me in expressing high praise for a sound system of vocational education that ties together inextricably the labors of a trained hand with educated processes of a sound mind and gentle soul.

—J. M. TUBB,
MISSISSIPPI STATE SUPERINTENDENT OF SCHOOLS

(Continued from page 2)

of progress in building a stronger and more prosperous economy.

Mississippi and other parts of our country are becoming increasingly concerned with what measures can be taken to improve agriculture, industry, business and public service. I strongly feel that an adequate and farsighted vocational educational program is a primary key needed to open up new avenues of opportunity and prosperity.

We are now in the threshold of the early stages of the so-called Atomic Age. Our country is faced with a tremendous challenge in terms of making necessary adjustments on a sound and lasting basis. Vocational education, as well as other educational agencies, has an important role in molding leadership and developing and preserving resources which will help to meet these challenges.

Vocational education working with other educational agencies must continue the team approach for improving the welfare of the people. This task of solving everyday problems of living is an important undertaking requiring great judgment and leadership in directing the interpretation of science and research to a new unity of purpose.

The progress which has been made in the Mississippi vocational program is an example of progress that has been a contributing factor in the high level support that this program has received in Congress. The respect and support which vocational education now commands is greater than ever before in our history. I am proud of the part that I have played in supporting this program and especially the efforts made to secure increased federal appropriations with which to expand and broaden this important program.

I feel that the increased appropriation, amounting to $5 million granted in the last Session of Congress for this program is a strong challenge to developing an expanded program. This challenge must be met. The wise choice of investing this increase will determine to what extent Congress will favor appropriations for this program in future years.

I am confident that this challenge has been accepted by the leadership of vocational education and that such appropriations will continue to be a sound investment.

I greatly appreciate the opportunity to share in the honor which has been bestowed upon the Mississippi vocational education program. This fine group will continue to have my special and active support as they move forward in the expanded program, of which they are the trustees.

JOHN STENNIS,
—U. S. SENATOR FROM MISSISSIPPI

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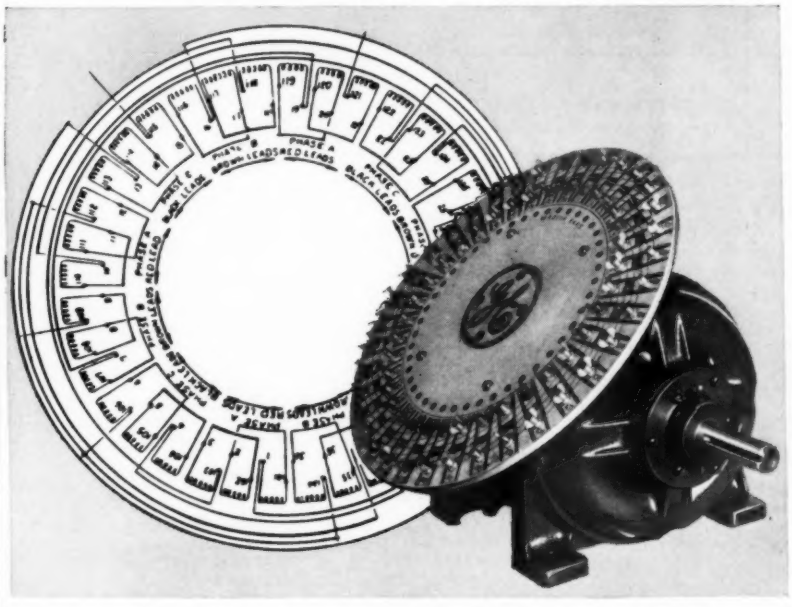

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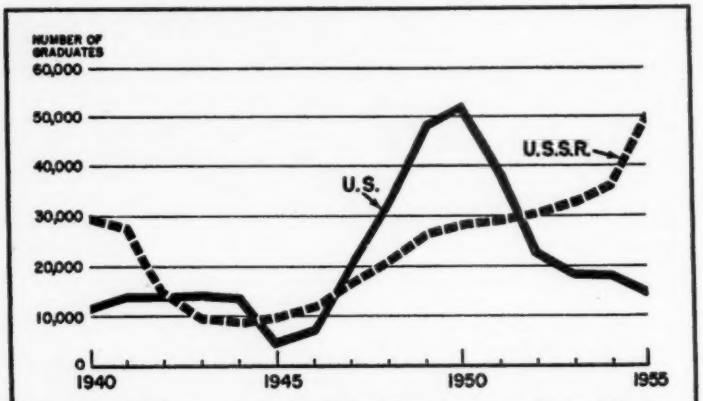


ENGINEERING GRADUATES IN THE UNITED STATES AND THE SOVIET UNION, 1940–55

TECHNICAL EDUCATION CRISIS SHARPENS

"With the national need for engineers and scientists at an all time high, the supply of college trained engineers (is) dwindling. The 1953 crop of engineering graduates numbered 23,000—far short of the current demand for 45,000 engineers. Estimated graduates, 19,000 in 1954, 22,000 in 1955, and less than 29,000 in 1956. Disconcerting news from behind the Iron Curtain (reveals) that Russia (is) turning out an increasing number of new engineers every year. Partial blame for the critical U. S. situation, some educators (state), (is) the failure to interest promising students of grade and high school age, as well as the fact that only one-half of the nation's high schools (offer) suitable courses for entrance into engineering schools."

Editor's Note: This material and the correlated graph are from the 1953 edition of YEAR, annual picture-history co-published annually by YEAR, Inc., and Simon & Schuster, Inc., p. 40. This information, together with Cong. Powell's remarks (opp.) make clear the real crisis that faces education in the U. S. today.

COMPARISON OF 1955 APPROPRIATIONS AND 1956 BUDGET RECOMMENDATIONS

	Am't appropriated for fisca: 1955	*President's budget estimate-fiscal 1956*	*Per Cent of change*
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE			
1. Vocational education* (George-Barden funds)	$23,673,261	$23,673,261	0
2. Office of Education (salaries, etc.)	2,900,000	3,000,000	+ 3.4
a. Vocational Division (earmarked) **	480,000	480,000	0
3. Vocational Rehabilitation	27,000,000	39,000,000	+44.4
4. Land grant colleges#	2,501,500	2,501.500	0
5. White House Conference on Education	900,000	200,000	—77.7
6. School House Construction (PL 815)	70,000,000	24,000,000	—65.7
7. Payments to school districts (PL 874)	55,000,000	65,000,000	+18.1
DEPARTMENT OF LABOR			
1. Bureau of Apprenticeship	3,100,000	3,200,000	+ 3.2
DEPARTMENT OF AGRICULTURE			
1. Extension Service (to states)	39,675,000	45,475,000	+14.6
a. Federal Ext. Serv. (Admin. & Coord.) ##	3,867,500	3,862,500	— .1
2. Research Service	67,367,579	69,263,000	+ 2.8
3. School Lunch program	83,236,197	68,000,000	—18.3

* This does not include the permanent appropriation of $7,138,331 under the Smith-Hughes Act.

** This is part of the total amount of $3,000,000 for the U.S. Office of Education.

\# This does not include the permanent appropriation of $2,550,000 for land grant colleges.

This is in addition to the $45,475,000 to be allocated to states for the Agricultural Extension Service.

Cong. Powell Relates Need for Technicians

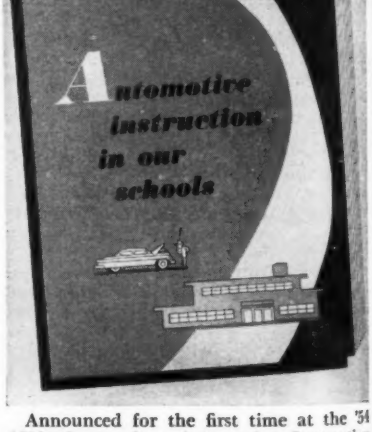
On the floor of the House of Representatives January 13, Cong. Adam C. Powell Jr., New York, made these statements:

"Mr. Speaker, within 3 years our country will be a second-class technological power. Within 3 years Soviet Russia will have more scientists and engineers than we possess today. This catastrophe is of recent origin, for up until 4 years ago we were keeping pace with Soviet Russia in the production of engineers and scientists; however, within the past 4 years the graduation of engineers and scientists from our technical schools has decreased 500 percent.

"The New York Times last Sunday (Jan. 9) was crowded with four solid pages of advertisements from private industry pleading, soliciting, begging American men and women to work with them as engineers and scientists.

"Mr. Speaker, possession of the atom bomb and the hydrogen bomb by both of the leaders of the two opposing poles of thought in our world has minimized, if not ruled out, the use of force as a technique for victory. Regardless of who struck first, the power to retaliate would be still held by the opposing side so that the victory, indeed, would be a pyrrhic one. Therefore, the conflict, the fight, and the victory must be based almost totally upon ideas.

"The survey made by the New York Times and released to us through Dr. Benjamin E. Fine on Sunday, November 7, should be as alarming to us as the news that Russia possessed the hydrogen bomb. That study conducted by the New York Times showed that Moscow is overtaking the United States in the training of engineers. The free world is in danger of losing the important technological race for trained scientists, engineers and technicians. While the democracies of the world, including the United States, are looking the other way, the Soviet Union and its satellites are training scientists and engineers at an almost feverish pace . . ."



Announced for the first time at the '54 AVA Convention, Automotive Instruction in our Schools is designed to attract needed technicians to automotive repair. The new program, organized for initiation at the first of this year, was developed by a special National Standard Parts Assoc. Vocational Education Subcommittee. Send inquiries to publisher NSPA, 35th Floor, 8 S. Michigan Ave., Chicago 3, Ill.

Norwood High Launches 2-Year DE Program

As a part of vocational education at Norwood High School, distributive education introduced, for the first time last fall a plan to supplement the program now in existence.

The two-year plan now in effect is presented with the intent of providing a more substantial background for those students now participating in distributive education, as well as for future enrollees.

Distributive education had its inception at Norwood, 14 years ago, under the present superintendent of schools, Dr. Harold S. Bates.

Since that time distributive education has been an integral part of the education program in the Norwood system as well as an answer to an important need in the community.

Freshmen and sophomores, especially the latter group, are informed about the distributive education program in the high school through a counseling system.

For those sophomores considering the distributive education program, the following schedule is planned in consultation with the counselors:

Junior Year: orientation for distributive education; business English; business mathematics; English; elective; and physical education.

Senior Year: distributive education; merchandise knowledge of textiles and nontextiles; retail merchandising; elective; one-half day work experience.

Orientation for DE is taught by the coordinator on an exploratory and informational basis and includes these topics:

How Our System of Distribution Operates
Types of Stores
Kinds of Jobs in D. E.
Personal Qualities and Characteristics
Good Grooming
Operation of a Store, Store Policies
The Goods That Are Sold
Laws That Affect Business
Human Relations
Oral English
Consumer Education
Window and Store Display
Advertising, Salesmanship

McELROY DEFINES COMMITTEE POSITION

Neil H. McElroy, Chairman, Committee for White House Conference on Education, issued this special statement January 18:

"The Committee for the White House Conference on Education has been asked what its position is with reference to federal aid to education.

"Each member of the White House Conference Committee regards himself as part of a working committee which has reached no judgment on federal aid to education or on the solution to any of the other problems facing our schools.

"We hope that there will be full discussion of all educational problems, not excluding federal aid to education, at community conferences, at the individual state conferences, and at the White House Conference itself. Through such discussion can best be found the solutions that are proper for this country.

"We welcome the questions we have been asked as an indication of broad public interest in education today. We believe that in approaching these problems without preconceived positions, in searching for facts, and in encouraging the exchange of views, we can best carry out the assignment given us by the President."

Speaker Rayburn accepts his vocational school-made gavel as "one of the nicest, most appreciated gifts he has received"

Rep. Phil Landrum (D-Ga.), l., gives Rep. Sam Rayburn, (D-Tex.), Speaker of the House, new gavel set made by students of the N. Ga. Trade and Vocational School at Clarksville, made of Georgia walnut, inscribed "Sam Rayburn, Speaker, House of Representatives, 84th Congress." In attendance were M. D. Mobley and Lowell A. Burkett of AVA office.

Orange County, N. C. named "County of Year"

Orange County, North Carolina, was named "County of Year" for 1953 in the annual Rural Progress Program among both white and Negro farmers.

In making the announcement for the award to Negro farmers in Orange County, Dean W. E. Reed, School of Agriculture of the Agricultural and Technical College at Greensboro, said, "The spirit, complete working understanding, and concern of all workers, both white and Negro, for the total program, represents one of the most unique approaches to the development and progress in agriculture, family living, public education, church, and community development that we have ever seen in this state."

Out of a possible 570 Negro farm families in Orange County, 410 or 72 percent participated in the special 16-point program which was designed to improve the income and home and community life in the rural areas of North Carolina. The program included attention to seeding new pastures, managing old pastures, improving livestock and crop production, soil conservation and forestry, increased gross income, foods and nutrition, health, housing, clothing, savings, spiritual development, recreation, school improvement, and community development. A plan for evaluation was developed so that the farmers could record their accomplishments with a minimum of bookkeeping.

Winning the honor of "County of Year" came as the result of much planning and diligent labor by many agricultural workers, farmers, and business men of the county. J. M. Murfree, teacher of vocational agriculture in Hillsboro was elected chairman of the Negro workers.

The success of this program was due to the unselfish cooperation of everyone working with its development. On the final night, more than 500 persons were present to witness the presentation of awards. Fourteen Negro families that participated in every phase of the 16-point program were designated as "Honor Families."—J. M. Murfree, Vo-Ag Teacher, Central High School, Hillsboro, N. C.

Workers in the campaign which won for Orange County the "County of Year" award in the annual North Carolina Rural Progress Program: seated, Mr. and Mrs. Eudie Villines, Carr community; looking on, Mrs. Bonnie Davis, home agent; B. P. McAllister, home ec teacher; R. D. Smith, vo-ag teacher; Ruth Thompson, Orange County home agent.

● Under the provisions of the newly enacted legislation, known as the Vocational Rehabilitation Act, PL 565, 83rd Congress, the North Georgia Trade and Vocational School, Clarksville, Georgia, has been awarded a grant to conduct a 4-week Training Course (April 11-May 6, 1955) for the purpose of preparing counselors to work with blind persons living in rural areas. The Course is devised for counselors who are trained and experienced in counseling and guidance; familiar with general rehabilitation practices; and devote their time exclusively, or in part, to the rehabilitation of blind persons living in rural areas.

The objectives are to furnish experienced counselors for the blind with information on: the services and facilities available to farmers which may be used to supplement the services provided by vocational rehabilitation; special methods and techniques used by blind persons in performing the tasks required of persons doing farm work; farming activities of a diversified and special nature which have been successfully performed by persons without sight; methods used in determining the category of farm work for which individual blind persons are suited; and methods used in establishing businesses in rural areas.

Traineeships in the amount of $200 per student will be made available through the U.S. Office of Vocational Rehabilitation to approved applicants, who are employees of State rehabilitation agencies, to cover a part of the costs of maintenance and transportation during training.

Persons interested in attending should make application to H. O. Carlton, Director, North Georgia Trade and Vocational School, Clarksville, Georgia, before February 15, 1955. Acting Coordinator is J. Hiram Chappell, Rehabilitation Specialist, U. S. Office of Education.

For this Course, applicants are limited to 17 southern States. Arrangements are expected to be made to conduct similar courses for personnel in other parts of the country at later dates.

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● Farm training under the Korean GI Bill made its biggest strides in 1954. A combination of classroom work and actual experience on the farm, the program tripled in size, jumping from 8,900 trainees on December 1, 1953, to 26,000 on December 1, 1954.

Korean GI Bill enrollments in schools below the college level rose two and one-half times during the year, going from 65,000 to 162,000.

On-the-job training increased 17 percent, from 36,000 on December 1, 1953, to 54,000 a year later.

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● U. S. Secretary of Labor James P. Mitchell has given Everett K. Jenkins of his agency the Labor Department's top honor award for distinguished service. Mr. Jenkins, who is Assistant Director of the Bureau of Apprenticeship, is stationed in Boston.

The Labor Secretary presented the award at ceremonies in the Department auditorium here. Mr. Jenkins was commended for "originating and furthering the idea of multi-State apprenticeship conferences, thereby affording management and labor an opportunity to work together toward common goals in the advancement of apprenticeship."

The conferences are now a permanent feature of the national apprenticeship program.

A Life Member of the AVA, Mr. Jenkins has made many contributions to the work the organization.

NEW PROGRAM FOR PAPERHANGERS

Representatives of union and management in the wallpaper industry launched a nationwide program to eliminate the critical national shortage of skilled paperhangers.

The program was announced Jan. 20 by the newly formed National Joint Paperhanger Training Committee, composed of members from the Brotherhood of Painters, Decorators and Paperhangers of America (AFL); Painting and Decorating Contractors of America; the Retail Paint and Wallpaper Distributors of America, Inc.; and the Wallpaper Council.

The purpose of the new Joint Committee is to organize, in cooperation with the U. S. Department of Health, Education and Welfare's Vocational Education Division and the U. S. Department of Labor's Bureau of Apprenticeship, a nationwide vocational education program designed to train journeymen painters in the paperhanging trade so that they will learn the paperhanging skill, increase their trade and technical proficiency and keep abreast with the introduction of new materials and methods. This program will be supplemental to the presently established paperhanging apprenticeship training program.

The Joint Committee announced that the details of the program and the development of a curriculum for the extension and apprenticeship courses will be available through federal, state and local agencies before spring.

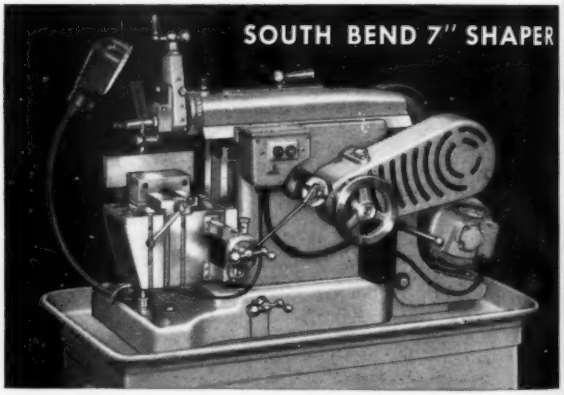
In endorsing this program, L. M. Raftery, General President of the Brotherhood of Painters, Decorators and Paperhangers of America stated: "We are allied to help one another, and this is one of the most important steps forward in our entire 70-year industry relationship."

Again available

VOCATIONAL EDUCATION and NATIONAL SECURITY

A powerfully-written statement that underscores the urgency for increasing federal aid to vocational education. By Mark Nichols, 1954 AVA President, this 9-page leaflet summarizes the historical role of vocational education in maintaining our national security.

The first printing, distributed last spring, was so popular that AVA has had to reprint this booklet. Single copies of the edition are available to AVA members free upon request: quantity orders will be supplied at 5 cents per copy.



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Shop instructors have found this precision-built shaper ideal for training purposes. It has all the big-shaper features with which students must become familiar. It is easier and more economical to operate and requires less space. Price f.o.b. factory less motor and stand is only $551.

Ample capacity for practically all shop projects—0 to 7" stroke, 3" vertical feed on swivel tool head, 9½" horizontal table travel, 5" vertical table travel, 6 power cross feeds, 4" vise capacity—*it will pay you to investigate today.*

WRITE FOR LITERATURE

SOUTH BEND LATHE

Building Better Tools Since 1906 • South Bend 22, Indiana

Association News and Personals

● A meeting of delegates to the first annual convention of the Distributive Education Clubs of Oregon was held in Salem, November 20, at the State Library Building. Purpose of the meeting was to approve the adoption of a State Constitution and to elect state officers for the 1954-55 school year. Officers elected are: President, Joan Estes, Klamath Union High School; Vice President, Inez Hurley, Corvallis High School; Secretary, Ruby Anderson, Bend High School; Treasurer, Janice Groff, South Salem High School; Historian, Terry McMakin, Corvallis High School; Parliamentarian, Gerry Callaghan, Milwaukie Union High School. Delegates elected to attend the national Distributive Education Clubs of America convention to be held in Richmond, Virginia, in April are: Joan Estes, Inez Hurley. Alternates elected are Gerry Callaghan and Gladys Nowak.

L. Y. Eaton, State Supervisor of Distributive Education, Salem, and Theodore K. Pierson, Salem Public Schools, were chosen as advisors for the newly organized statewide club for the new year.

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● The annual convention of the **Ohio Industrial Arts Association** is scheduled for Columbus, O., March 17-19, with "Shop Planning and Organization" as the theme. Frank Seidel, President of Storycraft, Inc., Cleveland, O., and creator and author of a radio program, "The Ohio Story," will be the guest banquet speaker.—ROBERT S. DEAFENBAUGH, Publicity Chairman.

• • •

● At the request of top educational officials in the Foreign Operations Administration, **Dr. M. D. Mobley,** AVA Executive Secretary, will spend the first week in February, 1955, in Jamaica as consultant to governmental officials on ways and means for expanding vocational education in this British island.

● The 26th Annual **Illinois Vocational Association** Convention will be held at the Jefferson Hotel, St. Louis, Missouri, March 3-5. Because past conventions have been held mainly in Chicago and Peoria and southern Illinois has no hotel facilities sufficient to accommodate a sizable convention, the Illinois meeting will move out of the state for the first time.

Harry K. Newburn, President, Educational Radio and Television Center, Ann Arbor, Mich., wil be the main speaker at the opening session March 3, 8 pm.

Missouri vocational teachers and administrators are invited to attend and it is hoped that the meeting will prove beneficial to vocational educators in both states. A cordial invitation goes to all those who would like to join hands in the convention. —HOMER F. ELY, President, IVA.

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● The 1955 **Annual Missouri Spring Conference** for teachers, supervisors, and administrators of industrial education will be held on the University of Missouri campus, Columbia, Mo., April 15 and 16.

States That Have Surpassed AVA Membership Potential*

Delaware
Minnesota
Oklahoma
South Carolina
Virginia
Wisconsin
Wyoming

* As of Jan. 24, 1955 and in accordance with ruling passed by the AVA Executive Committee.

At a reception in honor of Mr. and Mrs. Lowell A. Burkett, AVA Washington headquarters, Jan. 10, l. to r.: Dr. Wm. T. Spanton, Chief, Agricultural Service, U. S. Office of Educ.; Mrs. Spanton; Lowell A. Burkett, AVA Assistant Executive Secretary; Mrs. Burkett; James H. Pearson, Acting U. S. Assistant Commissioner of Educ., and Mrs. Pearson.

1955 AVA Contributing Members

F. A. Gregory
Associate Superintendent
D. C. Public Schools

Lemuel A. Penn, Principal,
Phelps Vocational School
Washington, D. C.

Ella P. Moran
M. M. Washington Vocational School
Washington, D. C.

Vo-Ag Teachers
Delaware, Ohio

FFA of Delaware County
Delaware, O.

Vo-Ag Teachers of Champaign County
Urbana, O.

Toledo Joint Apprentice Committee of the Plumbing and Pipefitting Industry
Toledo, O.

Vo-Ag Teachers of Morrow County
Mt. Gilead, O.

1955 AVA Sustaining Members

E. P. Westmoreland
Washington, D. C.

J. L. Wiggins
Executive Vice President
National Standard Pars Association
Chicago, Ill.

Electricians Local 38
IBEW
Cleveland, O.

Ohio Rural Electric Cooperatives, Inc.,
Columbus, O.

Retail Merchants Association
Columbus, O.

Home Economics Section
Ohio Vocational Association
Central High School
Cincinnati, O.

Omicron Chapter
Iota Lambda Sigma
Norwood, O.

Macomber Vocational High School
Toledo, O.

Harvey L. Ennis, Sec.
Pattern Manufacturers Group, Association Industries of Cleveland
Cleveland, O.

Hal Erdman, Chairman
Apprenticeship Committee
Painters' Joint Trade Board
Cleveland 15, O.

Whitney Vocational High School
Toledo, O.

Vocational Industrial Clubs of Ohio
Columbus, O.

Davidson Enamel Uroducts, Inc.
Lima, O.

HARRY O. EIKEN

Harry O. Eiken, 60, Director of the Green Bay, Wisconsin, Vocational School since 1928, died November 26, 1954. A graduate of State College, Oshkosh, Wisc., Mr. Eiken later earned his BS at Stout Institute (1928) and his MS at the University of Wisconsin (1940). His career in vocational education began when he was employed by the Ashland, Wis., Board of Vocational and Adult Education to initiate and direct a local program (1921). In 1924 he was named Director of the Antiog School of Vocational and Adult Education, and in 1928 he went to Green Bay to succeed H. G. Stewart as Director. A Life Member of the AVA, Mr. Eiken was active in many professional circles.

DECA SCHEDULES 9th ANNUAL CONVENTION

The 9th Annual Convention of the Distributive Education Clubs of America will be held in Richmond, Virginia, April 17-20.

Roy Horton, Student President of DECA, now a student in the distributive education program at Richmond Professional Institute, announces that over 600 delegates and adult sponsors from 31 states are planning to attend. A committee of adult sponsors headed by James Horan, Jr., Assistant State Supervisor of DE in Virginia, is working on arrangements.

Keynote speaker for the 9th Annual Banquet, sponsored again this year by the Sears-Roebuck Foundation, will be Wade McCargo, who is President of H. V. Baldwin Company in Richmond, and President of the National Retail Dry Goods Association. NRDGA was one of the organizations which sponsored the original legislation for vocational training for distributive occupations, and throughout the years it has continued to offer very real support for distributive education.

The AVA is one of the national sponsors of the Distributive Education Clubs of America, and at the San Francisco AVA convention both the AVA and the National Association of State Directors of Vocational Education sponsored resolutions encouraging further support for distributive education and endorsing the values of the Distributive Education Clubs of America as one of the means of providing leadership training for youth.

New York FFA Builds "Getman Lodge"

More than 1,200 boys and their teacher advisers have cooperated in the construction of Getman Lodge at Oswegatchie Camp, near Croghan in the Adirondak Mountains, New York State. The camp is the Leadership Training Foundation, purchased and operated by the Future Farmers of America in New York State. Of log construction, the 35 x 70 foot lodge will serve as a recreation and assembly hall for the camping program.

Mounted on a 10 foot fireplace is a bronze plaque with the following inscription:

"Getman Lodge

Inspired and generously aided by a gift of funds from Aurther K. Getman, pioneer in agricultural education, this lodge is dedicated to the aims and ideals of the New York Association of Future Farmers of America whose leaders and members have cooperated in its construction to provide leadership and character training services for youth through: Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

In providing the funds, Dr. Getman urged that they be used for the purchase of materials not available on the property, and that the work of construction be done sso far as possible by leaders and members of the Association.

In providing the funds, Dr. Getman urged that they be used for the purchase of materials not available on the property, and that the work of construction be done so far as possible by leaders and members of the Association. Accordingly, the Lodge was constructed of solid logs selected, felled and drawn, or floated, to the site of the building, situated in a picturesque pine grove overlooking the lake. The building, begun in 1952, was completed by virtue of unusual effort in time for the dedication August 20. More than two hundred leaders, members and guests were in attendance at the ceremony which included a historical sketch of the Camp's development, an outline of youth programs, the unveiling of the plaque and a response by Dr. Getman.

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● Teachers College of Columbia University is sponsoring a 5-day clinic on problems of teaching business subjects in secondary schools and colleges July 5 to July 9. One day will be devoted to each of the following subjects: general business, bookkeeping, office and secretarial practice, shorthand and typewriting.

Those who will participate in the conference are Lawrence Erickson, University of California at Los Angeles; James Crawford, University of Indiana at Bloomington; Charles Zoubek, Gregg Division, McGraw-Hill Book Company; Kenneth Zimmer, Richmond Professional Institute, Richmond, Virginia; Mary Ellen Oliverio and Hamden L. Forkner of Teachers College, Columbia University.

The clinic is open to any interested person. Those who wish to receive college credit may do so. For further information about fees and other details, write to Professor Mary Ellen Oliverio, Teachers College, Columbia University, 525 West 120th Street, New York 27, New York.

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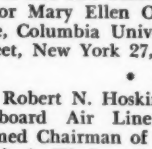
● Robert N. Hoskins, Industrial Forester, Seaboard Air Line Railroad, has been named Chairman of the Railway Tie Association's Timber Conservation Committee. Harley Langdale, Jr., Langdale Co., Valdosta, Ga., will serve as a member of the committee.

• McKnight Publications



METALWORK TECHNOLOGY AND PRACTICE

By O. A. Ludwig

#31 Complete textbook on general metalwork . . . hand and machine. Describes tools, materials and operations common to many metalworking occupations. 19-page index with over 4000 entries. Considered "most complete book on metalwork ever published." 400 pages with 662 illustrations, cloth bound. Send for approval copy. $4.40

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School .....
Address .....
City..... Zone..... State.....

Attention Ag Teachers, Supervisors!

Applications for the Alpha Gamma Rho FFA scholarship ($200) should be submitted to the AVA Washington office, 1010 Vermont Ave., N.W., Washington 5, D. C., on or before April 1, 1955.

Offered annually to an outstanding FFA boy, the competition has specific provisions and application forms that are available on request from Dr. Maynard H. Coe, 425 N. Michigan Ave., Chicago 11, Ill. Each State Supervisor of Agricultural Education and/or State FFA Executive Secretary may make one nomination.

Don't forget the deadline—April 1. Be sure a boy from your state is in the running!

Practical Aids for Industrial Teachers

WALKER-TURNER DIVISION
Educational Department — AV-2
Plainfield, New Jersey

Please send items checked. Enclosed is proper amount.

☐ Shop Planning Manual — $1.00 each. First of its type. 48 pages, over 750 silhouettes of shop equipment.
☐ Teaching Aids — FREE set. Comprehensive 4-page folders on care and use of individual power tools.
☐ Machine Safety Charts — 10c per set. Each card a complete message. Helps keep students safety conscious.
☐ Student Plan Sheets — 50c per hundred. Two-page form for use by students to plan their own work.
☐ FREE CATALOG — Describes complete line of Walker-Turner metal-cutting and woodworking machines.

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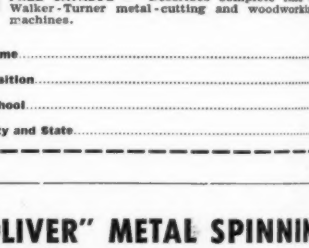
Position .....
School .....
City and State .....

"OLIVER" METAL SPINNING LATHE... most useful machine in the shop

Spins beautiful, useful articles from copper, bronze, aluminum, etc. Heavy bed, extra large bearings, live tail center. Motor-driven headstock adjustable from 800 to 2750 r.p.m. Swings 12" diameter, 24" between centers. For turning wood it is unmatched. Write for Bulletin 159M.



OLIVER MACHINERY COMPANY
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From the Office of Education

James H. Pearson, Ward P. Beard, John Pope, Walter Cooper, and Louise Moore conferred recently with Bernard J. Muller-Thym of McKinsey and Company, management consultants, and M. O. Ryan, representing the Washington branch of the American Hotel Association, about help which can be given in a study undertaken for the Statler Foundation. This study is designed to find out what needs exist throughout the United States for cooks and chefs.

• • •

About 75 home economics workers in teacher education, state supervision, and college administration attended the Inter-Regional Conference on Home Economics Education held in Washington, D. C., February 7-11. Ata Lee, home economics program specialist, was in charge of the conference. Program theme was "Improving College Teaching of Home Economics." Conferees discussed procedures for evaluating college programs and maintaining high professional standards for home economics staffs. Emphasis was also given to ways of developing the kind of human relationships essential in training effective homemaking teachers.

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John B. Pope and G. Henry Richert of the Distributive Education Branch were in New York City during the week of January 10-14 attending and participating in the 44th annual convention of the National Retail Dry Goods Association.

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Louise Moore was named to participate as consultant in a conference called in Washington to consider the problems incident to the training of clinical technicians (practical nurses) in the four Army hospitals.

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Mildred Huber, who has been serving on the headquarters staff of the Future Homemakers of America as assistant national adviser, left Washington January 12 to return to her position as Special Supervisor of Homemaking Education, California Bureau of Homemaking Education. She had been on a 1-year leave of absence.

• • •

An Inter-Divisional Education Missions Advisory Board has been appointed by the Deputy Commissioner for the purpose of evaluating educational projects in foreign countries and advising on qualifications of specialists for service in the foreign missions. Members of the Vocational staff on the Board are Berenice Mallory, H. B. Swanson, and S. M. Ransopher.

THEY VISITED US

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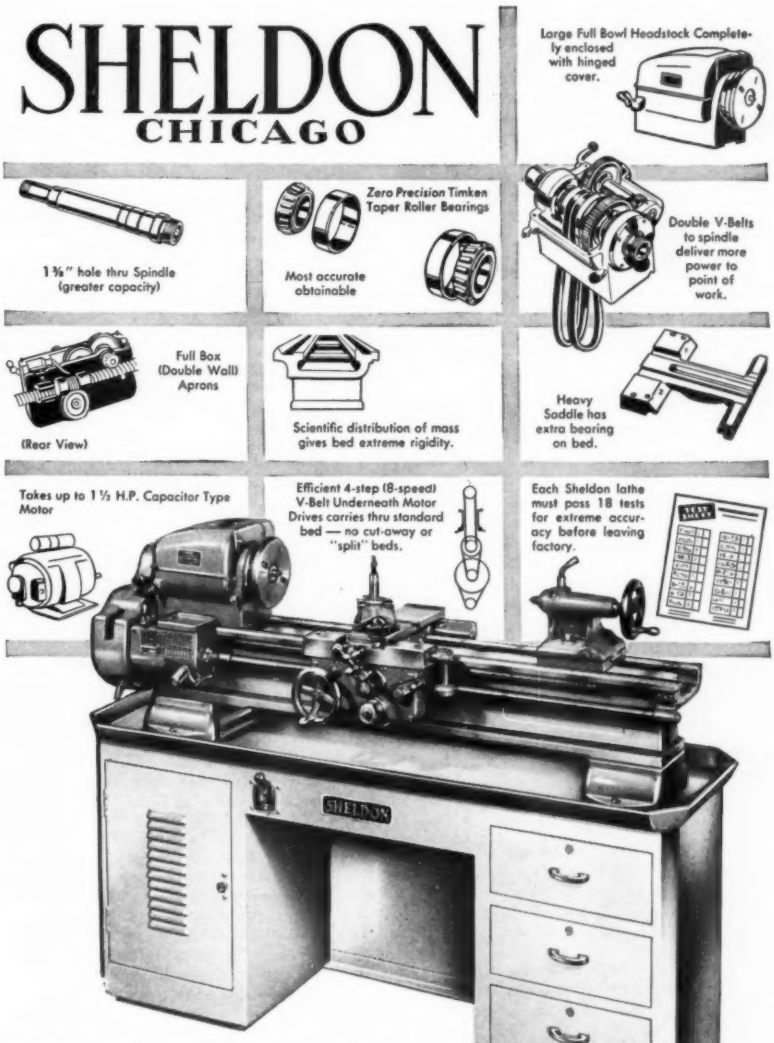
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Books and Bulletins

PAMPHLETS

Professional Engineering, Employment Opportunities for Women. Women's Bureau Bulletin No. 254, U. S. Department of Labor. Superintendent of Documents, Government Printing Office, Washington 25, D. C. 38 pages, 20 cents.

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Your Opportunities in Management; Your Opportunities in Science and Engineering; Your Future is What you Make it; Your Opportunities in Distribution; Your Career in Teaching. National Association of Manufacturers, 14 W. 48th St., New York 20, N. Y., 1954. Free.

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Projects in Metal for the Home and School Shop. The James F. Lincoln Arc Welding Foundation, Cleveland 17, Ohio, 1954. 76 pages, 50 cents.

AGRICULTURE

Elements of Soil Conservation, by High Hammond Bennett. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1955. 358 pages, $3.96.

This second edition briefs for the student the more important aspects of the serious problem or soil and water wastage and of the more outstanding methods of soil and water conservation. Photos, maps and graphs are included.

BUSINESS EDUCATION

Fitting Yourself for Business, by Elizabeth Gregg MacGibbon, Gregg Publishing Division, McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y.

This third edition offers a true picture of the business world students nearing graduation are preparing to enter. Chapters include: Blueprinting Careers in Business, Getting the Job, Success on the Job, and Managing Your Personal Affairs.

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BERA Reports: Admission Procedures in Business Schools; Counseling and Guidance in Business Schools; Personality Development; New Training Opportunities in Business Schools: A Modern Night-School Program; General Office Training; and Essential Characteristics of a Good Business School. Gregg Publishing Division, McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1955.

Much of the research these 6 volumes are based on was conducted under the supervision of the late Prof. Frederick G. Nichols. Business Education Research Associates is a non-profit organization devoted to the purpose of assisting business education to most effectively fulfill its important role in the business world.

GENERAL

A Report on the National Manpower Council. Graduate School of Business, Columbia University, Broadway at W. 116th St., New York, N. Y., 1954. 48 pages.

This comprehensive report on the National Manpower Council and on the related manpower studies in process at Columbia was issued in the University's Bicentennial year. In an introduction, Grayson Kirk, Columbia's President, says: "The members of the Council . . . have demonstrated the importance of the contributions that private citizens can make to the solution of national problems. . . ."

• • •

Federal Funds for Education, 1952-53 and 1953-54, by Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher. Office of Education Bulletin, 1954, No. 14 For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 130 pages, 45 cents.

This bulletin is the 12th in the Office of Education series on Federal funds issued biennially since 1933-34. In the present report, figures are given for the most recent years available.

In addition to 73 tables of data concerning federal funds for education it contains a discussion of the educational programs of various government departments, agencies and offices. Of further interest is a description of the methods of distributing federal funds for education.

This series is an attempt to provide a central and authoritative source of information on the educational activities of the government that require the expenditure of federal funds.

• • •

Sponsored Research Policy of Colleges and Universities, by The Committee on Institutional Research Policy. American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D. C., 1955. 95 pages, $1.50.

In a summary, the publisher says: "It is hoped that this report will make a substantial contribution to the sound development of higher education and to mutually advantageous relationships between institutions of higher learning and other agencies that share the vision of the great benefits which research, when carried on under well-conceived national policy, can provide for this country and for the world."

A Policy for Skilled Manpower. Columbia University Press, Morningside Heights, New York 27, N. Y., 1954. 299 pages, $4.50.

This book is a statement by the National Manpower Council that includes facts and issues prepared by the research staff and an evaluation of the central role 9,000,000 skilled workers and technicians play in U. S. economy. Part I presents recommendations designed "to strengthen the nation's resources of skilled workers and technicians." Part II considers the role of skilled manpower in economic development, trends in the demand for skilled manpower, the education and training employers seek for future workers, and related subjects.

Urging improvement in the nation's program of vocational education at the secondary level, part II devotes 2 full chapters—"Issues in Vocational Education" and "Types of Vocational Schooling" to vocational education in the U. S. Vocational educators will have keen interest in the Council's careful appraisal and constructive criticism of the program.

Public Education and the Future of America. Educational Policies Commission, NEA and AASA, 1201 16th St., N.W., Washington 6, D. C., 1955. 98 pages, $1.50 (discounts for quantities).

This publication reviews principles, foundations, opportunities, teacher education, and service from the standpoint of public education, and concludes with a look at its future.

HOME ECONOMICS

Cotton from Soil to Consumer (43 pages); *Cotton Counts Its Customers* (32 pages); *Catalogue of Educational Material on Cotton and Cotton Products* (31 pages). National Cotton Council of America, P.O. Box 18, Memphis 1, Tennessee.

These, and other educational aids are available upon request from the National Cotton Council. Some are offered at no charge, others are listed at preparation costs.

INDUSTRIAL ARTS

General Woodworking, by Chris H. Groneman. McGraw-Hill Book Publishing Co., 330 W. 42nd St., New York 36, N. Y., 1955. 220 pages, $3.00.

Several interesting topics not often included in works of this nature are covered here: machine tools, upholstery, plywood construction, and period designs in furniture. Prepared primarily for woodworking students, it is also applicable for the home craftsman. Basic information on carpentry, furniture and cabinet making, finishing, and upholstering is featured.

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TRADE AND INDUSTRIAL

Machine Tool Operation, Workbook I and Tests; Workbook II and Tests, by Aaron Axelrod and James Anderson. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1955. One—106 pages, $1.04; Two—142 pages, $1.60.

Safety, measuring tools, bench work, drill press, and forge work are offered in Workbook 1 for use with Machine Tool Operation, Part I. An answer book, or key for the use of the instructor, is also available. Workbook 2 is devoted to lathe work.

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School Shops for Today and Tomorrow. Delta Power Tool Division, Rockwell Mfg. Co., Pittsburgh 8, Pa., 1954. 42 pages, $1.00.

Facts that were developed through a national school shop planning contest together with the 37 actual drawings of the grand award winner and division winners for six instructional levels are presented here. Specialists in vocational and industrial arts education who served as judges were: Gilbert G. Weaver, William W. Theissen, Chris H. Groneman, C. C. Caveney, and Hans W. Schmidt. Delta introduces this work for "the professional contemplation of school men and those vitally interested in the school field . . . in the hope that it will aid the schools of America in their planning problems."

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Vocational Schools as Training Facilities for Blind Workers, by John H. McAulay. American Foundation for the Blind, 15 W. 16th St., New York 11, N. Y., 1954. 95 pages, $1.25.

This pamphlet has been prepared primarily for the use of state officials, agency executives, and counselors of agencies charged with the rehabilitation of the blind. It also will be useful to personnel in vocational and practical arts education. Principles and procedures that are offered may well apply to all vocational programs.

In a foreword, M. Robert Barnett, Executive Director of the American Foundation for the Blind says:

"Because we appreciate the rich and practical experience of John McAulay in this specific area, we were particularly pleased when he cooperated with us in our desire to share this pertinent knowledge with others."

Mr. McAulay is well known to vocational educators everywhere for his distinguished contributions to rehabilitation for the blind.

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Architectural Drafting, by William J. Hornung. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1955. 221 pages, $3.60.

Forty-four plates are included in this comprehensive work for student and/or home courses. The actual sequence of planning and constructing a house is followed closely. Hundreds of illustrations are featured.

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Machine Shop Operations and Setups, by Harold W. Porter, Charles H. Lawshe, and Orville D. Lascoe. American Technical Society, 848 E. 58th St., Chicago 37, Ill., 1954. 397 pages.

Guided by the results of a national survey, this book is designed to meet the specific requirements of modern instruction in machine shop techniues.

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Interior Electric Wiring and Estimating, Part II (Industrial), by Kennard C. Graham. American Technical Society, 848 E. 58th St., Chicago 37, Ill. 324 pages.

A companion volume to Part One (residential), this comprehensive, exhaustive work includes such specialized subjects as x-rays, electrical heating devices, welders, and low-energy wiring installations for discussion.

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Basic Electricity (5 Volumes), by Van Walkenburgh, Nooger & Neville, Inc. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1955. 608 pages, $9.00 per set (or, $2.00 per volume).

These 5 works constitute a home study course (without correspondence) on the subject of basic electricity. Each volume is devoted to a number of subjects that gradually develop the course.

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Television for Radiomen, by Edward M. Noll. The Macmillan Co., 60 Fifth Ave., New York II, N. Y., 1955. 778 pages, $10.00.

A revised edition, this comprehensive volume is a complete, thorough, and up-to-date study of television for radio servicemen, practical electronic technicians, and the technical school student. A close, useful association of theory with modern commercial practice gives the beginner everything he needs to know in order to locate trouble as well as work intelligently on construction and operation of tv circuits and equipment.

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TV Manufacturers' Receiver Trouble Cures, Vol. 6, Edited by Milton Snitzer. John F. Rider, Publisher, Inc., 480 Canal St., New York 13, N. Y., 1954. 128 pages, $1.80.

• • •

TV Field Service Manual with Tube Locations, Vol. 3, Edited by Harold Alsberg. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1954. 121 pages, $2.10.

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Mathematics for Technical and Vocational Schools, by Samuel Slade and Louis Margolis. John Wiley & Sons, Inc., 440 Fourth Ave., New York 16, N. Y., 1955. 574 pages, $4.48.

The authors have incorporated many refinements and improvements in this fourth edition. Chapters on logarithms and graphs have been expanded and numerous problems added throughout to provide drill and practice. A section on differential indexing has been completely rewritten.

VOCATIONAL GUIDANCE

Choosing a Career in America's Hotels, by The Employer-Employee Relations Committee, AHA. American Hotel Association, 221 W. 57th St., New York 19, N. Y., 1954. 22 pages.

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The Prediction of Success in Student Teaching from Personality and Attitude Inventories, by John U. Michaelis. (Univ. of Calif. Publications in Education, Vol. II, No. 6, pp. 415-484.) University of California Press, Berkeley 4, Calif., 1954. 85 cents.

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How to Read Faster, Dow Corning Corp., Midland, Michigan, 1955. 16 pages, 1-24 copies, 10 cents each; 25-99, 4 cents each; 100 or more, 3 cents each.

Comic-book style, this booklet is addressed to junior and senior high students and has a correlated teachers' manual.

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Occupations and Careers, by Walter J. Greenleaf. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1955. 605 pages, $4.20.

Designed for an occupations course, this work covers typical occupations and industries and is organized in 3 parts. Part I concerns the individual; Part II concerns occupations; Part III discusses typical industries that employ workers in all occupational classifications.